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Minutes by the meeting

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PROCEEDINGS

—OF THE—

SEVENTH NATIONAL CONFERENCE

—OF—

SUPERINTENDENTS AND PRINCIPALS

—OF—

INSTITUTIONS FOR THE DEAF,

HELD AT THE COLORADO INSTITUTION,

COLORADO SPRINGS, COLO., AUGUST 7-11, 1892.



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THE SEVENTH CONFERENCE.

FIRST BAPTIST CHURCH, COLORADO SPRINGS,
Sunday Evening, August 7th, 1892.

After the usual opening exercises, Rev. Dr. Montague read a portion of Scripture beginning with the 31st verse, 7th chapter of the Gospel according to Mark, after which he gave a brief talk, as follows:

This city is honored by the presence of many men and women who are instructors of the deaf. Some one has said that if there is any institution resting upon the faith of Jesus Christ, that institution is a school for the deaf. When we look back we find that in times past the deaf and dumb were regarded as impossible of culture, and under the code of Justinian, incapable of civil acts and wholly irresponsible. Lucretius says of them:

"To instruct the deaf no art could ever reach,
No care improve them and no wisdom teach."

and even the great St. Augustine declares that deafness from birth renders faith impossible; but under the inspiring words of Jesus this has been shown to be utterly false, even though unintentionally so.

It was not until the seventeenth century that work was earnestly begun for the instruction of the deaf; and so far as England and France and this country are concerned, the most successful efforts have been made during the latter part of the last century and the beginning of the present. The work has been going on until to-day it seems, to one who has not familiarized himself with it, almost miraculous; and it is indeed a realization of the promise and prophecy of our Lord to his disciples that they should do greater work than He had done. Our Lord is a living Lord and he is still at work.

It will now be our privilege to hear from several of the many representatives of this work, especially in regard to its religious aspects; and one whom we honor as the Superintendent of our institution for the deaf and blind, Mr. Ray, will introduce those who shall speak to us."

Mr. Ray: The first speaker I shall have the pleasure of introducing this evening is the oldest in the service as Superintendent of schools for the deaf in America. He has been engaged in this work for forty-one years, and as Superintendent of the Jacksonville, Illinois, School for nearly thirty-seven years. Dr. Gillett is known not simply as connected with work for the deaf, but his name is world-wide, and many of us who have studied the International Sunday School Lessons have not been aware of the fact that Dr. Gillett has been very prominent in the selection of those texts from which our lessons have been taken for years past.

Dr. Gillett: Ladies and Gentlemen: The speakers who will appear before you this evening are not clergymen. I fear many of you have come expecting to be addressed by men on whose heads God has laid solemnly his hand and sent them out into the field, saying, "Go work in my vineyard." All of us are teachers and business men. I remember Christ was not a preacher. Even the sermon on the mount He did not denominate a sermon. But though the hands of ordination may never have lain upon the heads of the individuals who will address you to-night, yet we have been sent out to work in God's vineyard.

Some others may have come here under another impression. I had the very great pleasure of having charge of the company who are here in your beautiful city as they were enroute from the city of Chicago to this place. When about two hundred miles away from here I was handed by the conductor a telegram reading, "Please see that man who has charge of that deaf and dumb outfit, for they are going to have a show in Colorado Springs to-night." Now, if the people here to-night expect a show they will be as much disappointed as those who expected to hear only from clergymen.

That was a very beautiful passage in the life of our Lord that your pastor read to us to-night, and to my mind recounts one of the most wonderful of the miracles our Lord performed; more wonderful than raising the dead, opening the eyes of the blind or walking upon the sea. The miracles of our Lord covered every domain of nature. Some raised the dead, some healed the diseased body, and so in every domain of nature our Lord proved himself by his miracles to be not only a wonderworker, but to be superior to and above every law of nature.

Mr. Ray alluded to me as having something to do with the International Sunday School lessons. For fourteen years I was a member of the International Sunday

School Lesson Committee, and was President of the Convention which decided upon such a course.

Mr. Ray: The next speaker, Dr. Warring Wilkinson, has just returned from a year's visit to Europe, where he has visited many of the schools for the deaf. Dr. Wilkinson has devoted many years to the instruction of the deaf, and is Superintendent of the California School for the deaf, at Berkeley, California.

Dr. Wikinson: Ladies and Gentlemen: I think Dr. Gillett is mistaken when he says he is not a preacher. If I could talk as he talks, I should think seriously of readjusting my life relations. I do not object to being introduced as Mr. Wilkinson of California, because California and Colorado are sisters. They were both settled by the same class of vigorous, intelligent, pushing men and women. But I do rather object to being introduced as one who is to bring you any special message from Europe, for there are, probably, in this audience, a great many who have visited the Continent, and perhaps know much more about it, than I do. In these days of cable telegraphs and swift steam ships, when every morning's paper contains an account of the world's life and activity, it would be rather presuming in me to attempt the delivery of a special message. For what I have to say, I would rather look for inspiration to this beautiful temple of God, erected by christian men and women, who, seeking fortune or health in this western land, have brought with them the household gods of religious faith, and have established here in the West, the beginning of a New England civilization. I would rather speak to you under the inspiration of those grand old mountains, which surround this beautiful valley, and whose daily shadows fall like a benediction upon the dwellers beneath. I would far, far rather speak to you under the inspiration of that beautiful building, where we are temporarily, but most hospitably housed, and which has been erected by the large-hearted beneficence of the noble men and women of Colorado. A man is apt to exalt his own profession, and it may be that I unduly magnify the work in whose service I have grown gray, but it seems to me that there is no direction in which human endeavor is so profitably spent, as in the amelioration of those upon whom God has laid the burden of sorrow. It has been said that he deserves well of his country, who makes two blades of grass grow where one grew before. If this is true of such material things as the food which perishes, what meed of merit is due to those who lead imprisoned minds and souls out from their bondage, into the large

light of intellectual freedom and knowledge, and make of them earnest men and good citizens, accomplishing all the functions of life and duty? Have you ever stopped to think of the pitiable isolation of a deaf child to whom

"The song of bird and bee,
The chorus of the breezes, streams and groves,
All the grand music to which Nature moves
Is wasted melody;
The world of sound a tuneless void,
While even silence hath its charm destroyed."

This is no time nor place to tell you how this isolated soul is brought into communication with his fellows and his God, nor to discuss methods and systems of instruction; these things are the subject matter of our Conferences, but to give some reason for the form of my introduction to you, I may say, in closing, that while I was abroad, I visited many places, and saw many things; I saw a system of social distinctions almost as rigid as the caste forms of India; I saw vast wealth and extreme poverty, as inherited conditions from which there was little chance of release; I saw vast arrays of soldiers in every country, busily engaged in learning how to kill each other; I saw the burden of taxation for the support of the armies and navies in Europe, laid so heavily upon the back of the laborer as to leave little strength or time for the higher enjoyment of life, or the beautifying of homes. On the Continent, I found a woeful lack of religious faith and observance; a degradation of woman that is frightful, and a system of primary education that regards the uses of a man, rather than the man himself. And so I come back to my Western home, more than ever content with the soil which yields so bountifully; with the climate which is so hospitable to mental and physical development; with our system of education, which seeks manhood first and foremost; and with our form of government which rests upon the people, and not upon the bayonet.

Rev. Job Turner, Missionary to the Deaf, then rendered the song, "Nearer, my God, to Thee," in sign language.

Hon. Edward McDonald, Member of the Illinois State Senate, said:

Ladies and Gentlemen: Coming into the company of such distinguished men I feel somewhat out of place. I am a thorough believer in the systems of instruction we have adopted in the United States, and am willing to lend my aid to advancing these institutions throughout the land. That is my apology for being here to-night.

For twelve or fifteen years there has been an

effort made in Japan to formulate a code of international law, so that Japan could take her place with the other nations of the world in forming their treaties, whereas now it is almost impossible to form a treaty for the simple reason that she has never had a code of laws. At last a code has been prepared, but unfortunately just a few weeks ago was defeated. The reason of its defeat was, in part, that it did away with the idea of caste; the idea of the individual was made prominent, and when we take into consideration the fact that in Japan the individual is not known; that the whole fabric of the law is based upon the idea of the family, we can see why they do not want it. It was too strongly tinged with the idea of Christianity. It would not do. They quoted that saying of Christ where he said, "I have come to set father against son and son against father." They regarded that as a hard saying, and that was really the reason the law was defeated. How little did those Japanese understand that thought that Christ expressed. Could they come to this country and see, as you and I see, that the religion of Jesus Christ has made all men brothers; could they only come and look upon the institutions for the blind, the deaf and dumb and the unfortunate of all classes, they could understand then that Jesus Christ did not come to set father and son against one another, but that Christianity works out a truer love between father and son.

I have blessed God that the lines of my life have fallen in such places. I have heard people say, "If I could only have lived in the time of Peter and John and the rest of them." I tell you my friends, we are living in a much better time than they were. You are capable of being a better man than if you had lived in the time of Christ. I do not believe he was appreciated then as he is now. We understand Jesus Christ and the idea that he lived and died for us, far better than the people of that generation. I thank you for your attention.

Mr. Ray: The next speaker is the son of the founder of the education of the deaf in America. Seventy-five years ago the Rev. Thos. H. Gallaudet established in Hartford, Connecticut, the first school for the education of the deaf in America. His honored and distinguished son, President of Washington College for the deaf, will now address you.

Dr. E. M. Gallaudet: Ladies and Gentlemen: I will take time only for a very few words. It certainly is not necessary that I should discuss the moral or religious bearings of the work of educating the deaf; they have

been fully set before you this evening by those who have preceded me. But it occurs to me that it may interest you to know something as to the statistics of the deaf in North America. In the United States and Canada there are between thirty-five and forty thousand deaf mutes. There are eighty-four schools for the deaf and there are upwards of sixty schools in this country alone, in which nine thousand, seven hundred, forty-two children are being taught by more than six hundred instructors. Every state in this Union makes public provision for the education of the deaf children and several of the Territories have schools and some provide for the education of their deaf mutes in neighboring states. There is no part of this country where education is denied to a deaf child. However, it is not true that every deaf child receives education.

There are many who are not permitted by their parents to come to school. Many live in such remote districts they are not found, but a large majority are in the schools.

The demand to teach speech to the deaf is now universal throughout the country. Not all the deaf, however, can be taught to speak, for success in speaking and reading lips requires mental powers not possessed by all, very much as marked success in music or art requires powers not found in all individuals. But a large proportion of the deaf can be taught to speak, and the managers of schools all over the country are now engaged in an effort to have speech given to every child who can acquire it. Industrial education also has a place in all the large institutions, and the deaf as a class go out into the world self supporting. There is at Washington a College sustained liberally by the government, where young men and women may receive a training which is the equivalent of the ordinary college course of this country. They study the classics, modern languages, higher mathematics, the sciences and all those studies which will fit them for the higher walks of life. Graduates from this college have become editors, chemists, artists, botanists, teachers, lawyers, cashiers in banks, and have entered upon other professions that one would hardly imagine the deaf could attain. It is not to be said that everything is done that can be done, but certainly the presence in your city of such a large number of men and women whose lives are devoted to this work, is assurance that there is a desire to constantly improve the facilities given for the education of the deaf, and make them as perfect as is possible to human

enthusiasm and intelligence. I think we have cause to be grateful to God that there is in our country such a work going on. None of us who have always heard can ever fully appreciate, ever fully sympathize with our brothers and sisters who live their whole lives in absolute silence. Who of us can appreciate what the world is to one who has never seen? Who of us can appreciate what great element of happiness has been taken from the lives of those who never hear? Let us give them our greatest sympathy and kindness; let us when we meet them be considerate and do all we can to help them throughout that life which God has given them in this world.

FIRST DAY.

The first regular session of the Seventh Conference of Superintendents and Principals of American Schools for the deaf commenced at 9:30 o'clock, Monday morning, August 8th, 1892.

Dr. E. M. Gallaudet, Chairman Executive Committee: "Ladies and Gentlemen: The hour has arrived for the opening session of the Seventh Conference of Superintendents and Principals of American Schools for the deaf. The first of such meetings was held at the National Capital. That, as many of you know, was followed by a meeting in Michigan; that was followed by one in Philadelphia; the next at Northampton, Massachusetts, the next at Faribault, Minnesota, and the last at Jackson, Mississippi, and now we have the happiness of assembling here in Colorado.

Certainly we all, as we remember what kindness have been shown to us during the hours we have been here, may say, in the words of an American poet:—

"What cordial welcomes greet the guest
By thy lone rivers of the West;
Upon thy cheeks the glow is spread
That tints thy morning hills with red.
Thy step—the wild deer's rustling feet
Within thy woods are not more fleet:
Thy hopeful eye
Is bright as thine own sunny sky.
O fair young mother, on thy brow
Shall sit a nobler grace than now;
Deep in the brightness of thy skies
The thronging years in glory rise,
And, as they fleet,
Drop strength and riches at thy feet."

In the development of this young state of Colorado, strength and riches have surely been poured out at the feet of this noble range of mountains; and many of us who were here, the honored guests of this institution, when we were on our way to California six years ago, now observe with great satisfaction the evidences of the increased riches of the Silver State. It certainly is gratifying to notice that within this institution there has been such progress indicating earnest effort on the part of those who are charged with the responsibility of managing the affairs of this institution; indicating wise and judicious liberality on the part of those who control the destinies of this state. I am sure, ladies and gentlemen, you will join me in congratulations to the officers of this institution, who have given us that cordial welcome for which the West is noted; and I congratulate the authorities of this institution and the people of this state that they have a man here who has so devotedly given himself to the promotion of education for the deaf and blind of this state with such success. I think, ladies and gentlemen, that in the presence of such grand and magnificent mountains as surround us here that we may gather an inspiration for our work of a peculiar and most enthusing character, for we stand close to

"Those palaces of Nature whose vast walls
Have pinnacled in clouds their snowy tops
And thronged Eternity in icy halls
Of cold sublimity. * *
All that expands the spirit, yet appalls,
Gather around those summits, as to show
How earth may pierce to Heaven."

I notice we have the honor of having present with us this morning Judge Hawks of Greeley, President of the Board of Trustees, and I am sure it will give the members of the conference pleasure if he will consent to act as temporary chairman.

Dr. Gallaudet put the motion, which was seconded and carried, and Judge Hawks took his place as temporary chairman of the conference.

John W. Swiler, Superintendent Wisconsin School for the deaf, was made temporary secretary of the conference.

Prayer was then offered by Rev. L. L. Taylor, pastor of the Presbyterian church of Colorado Springs. This was followed by an address of welcome by Rev. J. B. Gregg of Colorado Springs, Minister of the First Congregational church of Colorado Springs.

Rev. J. B. Gregg: Mr. President, Ladies and Gentlemen of this convention: It had been our hope that the Governor of this commonwealth, Governor Routt, would be present to welcome you upon this occasion—he came Saturday night, as most of you know—but owing to the cares of state he was not able to remain during to-day, and is not present with us this morning. It is perhaps a mitigation of the regret which we feel at the absence of the Governor that, bearing the name which he does he could not have been present without putting the convention to rout, which would clearly have been a disastrous thing.

I think it is very hard for most people at the present day to realize in what wretched isolation, under what extreme privations, were the deaf mutes of old. They were in many cases regarded as incapable of entering into the society and occupations and pleasures of the common people at all. In some countries it has been the practice to destroy children who at the age of three remained incapable of either hearing or speaking and by the code of Justinian deaf mutes are declared incapable of civil acts. The great Roman poet Lucretius says:

"To instruct the deaf no art could ever reach;
No care improve them and wisdom teach."

And the great theologian, St. Augustine, said, "Those who are born deaf are incapable of ever exercising the Christian faith, for they cannot hear the Word and they cannot read the Word." But in these better times those walls of isolation have been broken down. In our own country many years ago, a gentleman bearing the name of Gallaudet, the father of one of the most distinguished members of this conference, was foremost in bringing relief to these poor creatures; and so to-day in all civilized countries scores of occupations are open to deaf mutes, and some of them have reached considerable distinction not only in the industries of life but in the arts and in literature.

We bid you welcome then most heartily to our city and to Colorado—you who are engaged in the Christ like ministry of making the deaf to hear and the dumb to speak. We boast of the fact that next to good old Massachusetts, the state of Colorado spends more money for the education of her children than any other state in the Union, and her generous care for her unfortunate children is evidenced by the building in which you are assembled for this conference. We bid you welcome to all the glories of mountain and plain and river (for we do have rivers in Colorado, if you will travel far enough to see them); we bid you welcome to Colorado Springs, of which we are so

proud that we are beginning to think it may be possible to re-locate the Hub of the Universe here. We are aspiring people in Colorado. We aspire especially to do all we can for our children and all that can be done for those in peculiar need. You who in the spirit of the Master are caring for the children who most need help; we bid, therefore, welcome to our borders, thrice welcome.

Mr. Gregg was followed by Mr. Ira G. Sprague, Mayor of Colorado Springs, who spoke as follows:

"Mr. President, Ladies and Gentlemen: I have heard that Socrates once built a house, and some one told him that it was too large for one in his position. He replied, "I shall be satisfied if I can fill it with my friends." Colorado Springs should feel well satisfied, for her homes are well filled. Emerson said, "A man who has a thousand friends has not a friend to spare," but seldom is it our privilege to greet so many of our friends as during these days, and I am very happy this morning to feel and say that, although I have never looked into many of your faces until now, I feel that you are my friends: you are our friends, the friends of the whole human race in the noble work you are engaged in, and we bid you God speed in this work; and while the beautiful sunlight shines over these mountains, God's providence has sent a "Ray" of sunlight which stands at the head of this institution, and which is no less brilliant than the sunlight which shines so brilliantly upon the mountain. I have been thinking what a noble work it is, to enable these unfortunate people to communicate as freely as they do. There are, however, some compensations which come to them in this life. I have thought sometimes when listening unavoidably to the voice of profanity, and the unkind words so often spoken, that the deaf mutes never have to listen to these. The deaf and dumb man never has occasion to recall the hasty word he has spoken. I did think possibly they have more time for reflection than we do, but when I see this brother here communicating what I am saying so rapidly I am inclined to think they can talk as rapidly as we can. After all, God has not made things so uneven in this world. I have met those who were deaf and dumb who seemed to enjoy life as well as we: they are cheerful and seem to get the best of life and store it up carefully for their comfort. I want to say to you that Colorado Springs extends to you a hearty welcome. While you are here enjoy everything we have to offer. We have nothing to boast of; it is not ours, but belongs to the good Lord, but it is here for you to enjoy, and while you are

among us I wish your enjoyment of what God has thus provided may be as complete as your welcome to our midst is hearty.

Judge Hawks spoke as follows: "All I wish to say is that we are glad to have you with us. If you have friends who wish to be shown about we will do the best we can."

Response by Warring Wilkinson, of California: Ladies and Gentlemen: In responding to the generous welcome, and for the great West which I may be said to represent, I wish that I were endowed with the facility of speech which some of the distinguished members of this Conference possess. The subject of the West is a very large one. In the matter of lofty mountains, of great and fertile plains, of healthful climate, in beautiful sunshine, and in all those things that go to make life pleasant and delightful, I think we have more abundantly on this backbone and western slope of the Continent, than falls to the lot of our friends from the East. Perhaps my judgement is explained by the fact that I have lived a great many years in the far West; but this is my first visit to Colorado Springs, and I have been most profoundly impressed, not only with the large hospitality of its people—I expected that—but with the beauty and grandeur of its surroundings. I have travelled far, and seen many places, but there are few that can offer such a view from the front door of an Institution, as that which we see from here. Was it of Colorado Springs that they tell the story of a revivalist who had been holding a series of religious meetings, and one night, after a most earnest appeal, he closed by saying "Now all who wish to go to heaven, please rise." The whole congregation stood up, except one man. Somewhat disconcerted, the preacher, after asking the audience to sit down, said, "All who wish to go to hell, please rise." The lone man still kept his seat. The minister then addressed him personally, saying: "My friend, you do not wish to go to heaven, and you do not wish to go to hell, where do you want to go?" "I don't want to go anywhere," answered the man, "I want to stay right here in Colorado Springs." I can almost understand how one might be willing to forego something of the New Jerusalem, if he might only be permitted to stay forever, right here in Colorado Springs.

Colorado has much in common with her great sisters of the middle West in the matter of topographical features and physical resources, and like them she is building up a civilization which all will admit is most remarkable for the time it has been in progress. But that

which interests me most is not her lofty mountains, her boundless plains, her mineral wealth, or the evidences of material comfort which I see on every hand, but it is that large provision which she has already made for public education, and the tender care she exhibits for those who have been crippled in the race of life. The tide marks which indicate the height of a people's civilization are not the ruined temples, or broken statuary, not in cultivated soil, not in railroads or ships, but the true measure of a people's greatness is found in their care of the unfortunate. And judged by this standard the people west of the Rocky Mountains have done in forty years what Greece and Rome did not do in the thousand years of their existence. The first work of the settlers in California, in Colorado, in Washington, was to make provision for the education of the deaf, and the blind and the care of the insane. I understand that your State capitol is not yet completed, and yet you are putting the finishing touches on a noble group of buildings for the use of the deaf, and the blind. Another important thing peculiar to our American civilization is the manner in which these institutions are supported. I have recently returned from quite an extensive journey abroad, and it has been my duty and pleasure to visit many institutions of this character, and to inquire into their system of management. In England, all schools and benefactions of this kind are looked upon as charities. Men of large means give—and I must say give liberally—but the institutions are supported by a system of persistent and continuous begging. How different this is from our way of doing things. Here, every one claims the right by taxation to contribute to the support of these institutions. They are not charities, but are part of the common school system of the State. When the Athenians found fault with Pericles for spending so much money on the Parthenon, he answered by saying, "Let me inscribe my name over the doorway, and I will bear the whole expense," and the people wisely refused. This triumph of architectural skill was too grand a thing to be the appanage of an individual; so among our people this care of the unfortunate is too sacred a thing to be given to any one person, and the whole people demand the privilege of sharing the work. It seems to me a very much better and more efficient way. I am satisfied in my investigations that there is an enormous waste in the English method. The amount of money raised there is very large, but the benefit derived from its expenditure is not to be compared with the results obtained here in America by the State distributing these burdens among

the whole people. I did not mean to detain you so long upon this subject. I meant only to tell you how much the members of this conference appreciate the cordial welcome they have received, and that we shall go away carrying in our memories, not only the kindly words of greeting, but the spirit of cordiality and sympathy with our work which pervades this community.

The next address was by R. Mathison, Superintendent of the Ontario School for the deaf, Belleville, Ontario.

About three minutes ago Mr. Ray told me I was to reply in response to the address of welcome on the part of Canada. The notice was a short one; however, I am always ready to stand up and speak a good word for my country. You seem to have a good opinion of your country, and so have we of ours. Your country is a very large one, but not as large as ours. I have told that to the members of this conference several times before, perhaps they will know it this time.

We are doing our best to advance the interests of the deaf and dumb in our country. In Ontario our institutions number 251 pupils. In Quebec there are two large Roman Catholic and one Protestant institution, and Manitoba has recently erected an institution. Our people in Canada give very liberally for the support of these institutions. They think it a duty they owe to the country that the deaf should have all the advantages that money can afford. You see this sounds as if we thought our country was just as good as yours, perhaps a little better. Politics do not enter into our institutions as they do into yours. Those in charge are appointed during good behaviour. Some of them are in office for many years. I may say all our officials are selected for their fitness. We are overrun with people anxious to teach the deaf and dumb. We have supplied some teachers to the United States. One of the western institutions is presided over by a gentleman from Canada, and so is one of the most important institutions in the east. However, I feel that they and all others who have come from our side will do themselves credit. We have several teachers in our institution who are Americans. Some have been with us twenty years. Two years ago I added two more. There is no alien labor bill in our country. You have one on this side I believe, although you pretend to be the most liberal people on earth. I appreciate the kind welcome I have received here. I always do appreciate it; that is why I come every chance I get. When the members of this conference met in our city some years ago, they were heartily received and kindly treated. Of course I came

along with the members of this conference as a lone Canadian, but I have been received in such a way I have felt that I was almost an American. I notice here over your entrance the flag which you honor and which we all honor. When I saw this I thought it was a pity I had not brought a British flag to put along with it. I shall not forget next time to carry a little flag of my own so that you may know what it looks like. I am pleased always to be with you, and if at any time you should come to Canada we shall be delighted to give you a hearty welcome. I will not sit down without saying a good word for the state of Colorado in putting up such a magnificent building as this. I feel a little jealous of Colorado for I would like to have a building like this in Ontario for I feel you are ahead of us in that respect. I accept with pleasure the hospitalities proffered this morning. I thank you for your attention.

The next address was by Doctor Johnson of Alabama.

Mr. President and Ladies and Gentlemen of the Conference: I will state that I am exceedingly unwell and not able to speak this morning, but fortunately very little has been left for me to say. I appear before you as the representative of the Gulf States, at the request of Superintendent Ray. The welcome we have received equals any we have had at any conference heretofore. As for myself I was never before west of the Mississippi River: I had heard of Colorado and the Colorado Institution and knew something of the men who had accomplished so much here. I knew something of the indefatigable Ray, and the genial and accomplished Dudley, his predecessor in the management of the Institution, and expected much; but was not prepared for what I see before me and find around me in this magnificent Institution. In 1858 I came to Alabama and undertook the establishment of an Institution for the Education of the Deaf, which had only gotten upon its feet when the war came on. It managed in some way to survive the war. With the exception of a year's service in the army I have been there from that day to this as Superintendent. In the beginning we had only a few pupils—(deaf mutes.) At the end of the last School year, we had one hundred and sixty-three pupils, well housed in three separate Schools—one for the deaf, one for the blind, and one for the colored deaf and blind. I know of nothing else that would be of interest to the Conference further than to say that the interests of the deaf are well cared for in each of the Gulf States. In behalf of these States I return sincere thanks to the municipality of Colorado Springs and

to the authorities of this Institution for the welcome we have received.

Dr. Gillett: Prof. Ray did not a few minutes ago, or any minutes ago, give me notice that I was to speak or make any remarks on this occasion. I will pay him back some time. You mark it. I am reminded of a constituent of Senator McDonald's; I think Senator McDonald was prosecuting attorney at the time. A character known as Creed Lawrence was one day found with a rope in his hand, and by some unfortunate mistake there was a horse at the other end of the rope, and Mr. McDonald had Creed sent to a hotel at Joliet, where free entertainment was given him at the expense of the State for several years. Creed had a family that was a great deal of trouble to the community. They were beggars and disposed to follow in the footsteps of the father. One day some parties came to me and said: "We think the best thing that can be done is to get Creed Lawrence out of the penitentiary, if possible, so he can take care of his family. As you are well acquainted with the Governor, use your influence to secure his pardon." Accordingly I used my influence with the Governor and Creed was pardoned out. Not long after that as I was passing along the street I met Creed, who said to me: "I am very much obliged to you, Doctor, for what you have done for me, and promise to return the compliment some day." I promise Brother Ray to return the compliment and I hope at an early day.

I respond most heartily to the welcome given us. We see great things around us. We knew we should see great achievements before we came here, still some are very much surprised. I am not, for you came from us and are still of us. You are simply improving on what you left behind. May God bless you to carry on this work. This is a great country of ours, but the greatest feature is not its grand mountains; but its great pride is in its people and their spirit. The pilgrim spirit has not fled; the spirit 'planted' on New England's rock bound shore has overspread the East and West, the North and South, and it makes us one people, animated by one hope and one purpose, one aim and one design, one determined purpose to lift man the individual upon the highest plane that this world has ever known, a plane of individual education and enlightenment.

Mr. Crouter moved to appoint a committee on permanent organization. Carried.

Mr. Ray moved to appoint a committee on credentials. Carried.

Mr. Noyes moved a committee of four be appointed by the chairman as a business committee. Carried.

Committee on permanent organization are: Messrs. Crouter, Mathison, Clarke, Doyle, Lars Larson.

Committee on credentials are: Messrs. John E. Ray, N. F. Walker, G. L. Wickoff.

Committee on order of business are: Mr. Noyes, Miss Sarah Fuller, Mr. Tate, Mr. Dobyns.

Dr. Gallaudet: Are there letters of regret to be read by the local committee, from those not able to attend?

Mr. Ray: I have quite a number of letters of regret from the following people:

Letters of Regret:

No. 1.]

72 Franklin St. Buffalo. }
June 15th, 1892. }

To E. M. Gallaudet, Esq.—Respected Sir:—Owing to the change of the date for the meeting of the Conference, I am reluctantly compelled to forego the pleasure of attending the meeting, in consequence of a previous engagement for August 13th, and the following two weeks.

You will oblige me, dear sir, by conveying my thanks, through Mr. Ray, to the Colorado School for their kind invitation, together with my regret at not being able to avail myself of it.

With my best wishes for the advancement of the work of the Deaf Mutes, I remain, dear sir, Very Respectfully,

ERNESTINE NARDIN.

No. 2.]

Institution for the Improved Instruction of Deaf-Mutes, }
Lexington Ave., Bet. 67th and 68th Streets, }
New York, May 6th, 1892. }

Prof. John E. Ray, Supt. School for the Deaf, Colorado Springs:

Dear Sir:—Your circular of the 2nd inst. is received. I regret to say that this Institution will not be represented at the next Conference of Principals, etc.

Hoping that the Conference will prove as successful as the former meetings of that kind have been, I remain

Yours, with best wishes,

D. GREENBERGER, Principal.

No. 3.]

Ephpheta School for the Deaf, }
409 S. May St., Chicago, }
May 7, 1892. }

Mr. John E. Ray, Superintendent: Dear Sir:—Please accept my thanks for your communication of the 2nd inst. I believe it will not be possible for me or for any of the teachers of our school to be present at the Conference next August.

Wishing you a most successful meeting, and thanking you for your courtesy.

Yours Respectfully,

MARY C. HENDRICK.

No. 4.]

Mr. John E. Ray: Dear Sir: It will be impossible for me to attend the "Conference of Principals of Schools for the Deaf" to be held in your city August 13. Thanking you for the invitation,
I am yours truly, EDITH E. BROWN,
Principal Wausau School for Deaf,
Wausau, Wisconsin.

May 12th, 1892.

No. 5.]

American Asylum for the Education
of the Deaf and Dumb, }
Hartford, Conn., May 6, 1892. }

Mr. John E. Ray, Local Committee.

Dear Sir: I am sorry to say that the present indications are that I shall not be able to attend the Conference of Principals and Superintendents in August next at Colorado Springs.

Hoping that you will have a pleasant and profitable meeting,
Very truly yours, JOB WILLIAMS, Principal.

No 6.]

620 South Seventh Street, LaCrosse, Wisconsin. }
May 9th, 1892. }

Mr. John E. Ray: Dear Sir: Your kind invitation to be present at the Conference of Principals and Superintendents of American Institutions for the Education of the Deaf, has been duly received.

Am very sorry, I shall be unable to attend and as far as I am able to learn no one from my school will be present. Miss Viola Taylor resigned her position on account of ill health in January, and since then I have been filling her place. Thanking you for your kindness in extending the invitation to me,

I remain, Very Respectfully.

MINNIE E. TAYLOR.

No 7.]

New York Institution for the Instruction of the Deaf and Dumb. }
New York, June 20, 1892. }

Friend Ray: Your circular of May 2d was duly received. The cordial invitation tendered me to be present at the Seventh Conference of Principals and Superintendents of American Institutions, to convene at the Colorado School for the Deaf and Blind on August 13th, 1892, is most fully appreciated, and I wish with all my heart I could be with you.

I regret beyond expression that I am compelled by circumstances to forego the pleasure of such a trip, involving as it would the renewal of my brief acquaintance with the members of the Conference, the valuable information to be obtained from such a gathering, the social pleasure to be derived, the opportunity of viewing the wonders in nature as exhibited by the great west, all of which but tend to intensify the sorrow I feel, and yet the cold fact remains that I am unable to avail myself of the opportunity.

I have no doubt the occasion will be one of profit and enjoyment, and personally you have my best wishes that success may crown every effort made to this end. Sincerely Yours,

C. N. BRAINERD.

No 8.]

Milwaukee, Wisconsin. }
 June 13th, 1892. }

Mr. John E. Ray, Colorado Springs, Colorado.

Dear Sir: I regret to say that no one from this school will
 attend the meeting August 13th.

Your truly,

PAUL BINNER,
 Principal School for the Deaf

No 9.]

Oral School for the Deaf. }
 Cincinnati, Ohio, May 17th, 1892. }

In reply to your cordial invitation of May 2nd, to attend the
 Conference of Superintendents and Principals in August, I am
 obliged to send regrets as it is probable that I shall be unable to
 attend. Wishing that the gathering will be a success in every
 respect, I am

Sincerely Yours,

VIRGINIA A. OSBORN.

No. 10.]

Deaf and Dumb Institute, }
 595 St. Denis Street, }
 Montreal, May 18, 1892. }

To Mr. John E. Ray, Colorado Springs, Colo.

Dear Sir: Your cordial invitation to me to attend the Seventh
 Conference for the Education of the Deaf, has been received.

I sincerely regret to say that it will be almost impossible for
 any of us to be present. I trust this Conference shall, like the
 preceding ones, be most beneficial to the unfortunate Deaf Mutes.

Very Respectfully,

SISTER CHARLES OF PROVIDENCE, Superioress.

No. 11.]

LeCouteulx St. Mary's Institution }
 For the Improved Instruction of Deaf Mutes, }
 Buffalo, N. Y., May 27, 1892. }

John E. Ray, Sup't Colorado School for the Deaf and Blind,
 Colorado Springs, Colo.

Dear Sir: I regret that it will be impossible for me to attend
 the Seventh Conference of Principals and Superintendents of
 American Institutions for the Education of the Deaf, which will
 be held at your School during the month of August.

With my sincere wishes for the success of the Conference

I am Very Respectfully Yours,

SISTER MARY ANN BURKE, Prin.

No. 12.]

Cincinnati, Ohio. }
 May 6th, 1892 }

Mr. John E. Ray: Dear Sir: I feel very grateful for your cor-
 dial invitation to attend the Seventh Conference of Principals
 to be held at Colorado Springs. If the proceedings of the Confer-
 ence will be published would be glad to have a copy of them, as
 I can not avail myself of your kind invitation to be present per-
 sonally.

Sincerely yours,

SISTER MARY OF THE SACRED HEART.

No 13.]

Arkana, Ontario. }
Aug. 2, 1892. }

My Dear Prof. Ray. I find out at the last moment I shall be unable to attend your convention, owing to serious illness in our family which will necessitate my remaining here for several days at least. I regret this very much, as I was anticipating a rich treat not only at the Conference but in drinking in the beauties of Colorado landscapes.

Please convey to the Convention my regrets, and accept my warmest thanks for courtesies offered me. I am my dear sir,

Yours Truly

Dr. J. H. BROWN.

No. 14.]

New York, August 1, 1892.

My Dear Mr. Ray: It is with much regret I see the time approach for the August gathering of Principals and friends at your beautiful place, and am forced to confess my inability to attend. I some time ago wrote Dr. Gillett not to arrange transportation for me, and should have written you then, but until the last moment have not abandoned all hope of going.

My best wishes for a pleasant and profitable conference are yours. With your hospitality I am familiar and know nothing will be lacking to make the occasion one of delight, and one which we who have not health and strength to attend may envy our happier friends.

I deemed myself unfortunate in being too late at the Lake George meeting in July, to meet with you:

Again wishing for you and your guests all the pleasure I regret for myself and with hearty thanks for the hospitality I must decline, I am most sincerely yours. ELLEN L. BARTON.

No 15.]

McCowen Oral School for Young Deaf Children, }
Englewood, Ill., August 5, 1892. }

Sup't John E. Ray, Institution for the Deaf,
Colorado Springs, Colo.

Dear Sir: I write to thank you for the very cordial invitation extended to myself and assistant Teacher to attend the Convention of Superintendents and Principals which meets at your Institution this week and to express my sincere regret that it is impossible for me to be present.

One of my teachers, Miss Dora Montgomery, accompanied by one of my pupils, is now in Colorado and I urged her to try and spend one day with you during the Convention as it would be very interesting to her and I felt sure you would extend the same courtesy to her which you so kindly offered to a teacher accompanying me. She is with a party of excursionists whose plans did not take them to Colorado Springs at this time but I hope she will leave them for a day and embrace this opportunity of seeing your Institution.

Wishing for the convention the highest success and for yourself continued prosperity. I am very respectfully,

MARY McCOWEN.

No. 16.]

Gallaudet Home for Deaf-Mutes. }
 New York, July 16th, 1892. }

Mr. John E. Ray, Superintendent of the Colorado School for the Deaf and the Blind.

My Dear Sir: I regret that I must give up the idea of attending the Conference of Principals.

I have had a very severe carbuncle on the back of my neck and although it has healed up, it has left me in such a condition physically that it would be imprudent for me to take such a long journey.

Trusting that you will have a good meeting and that much good may be accomplished for our silent brethren, I am

Yours very sincerely,

THOMAS GALLAUDET.

St. Ann's Church Rectory, 9 West 18th Street.

No. 17.]

St. Louis, Mo., May 4th, 1892.

Mr. John E. Ray, Superintendent.

Dear Sir: Your favor received this morning. Many thanks for it. I am sorry to be obliged to tell you that I cannot be present at the Conference, not being well enough. Hoping I can assist another year, I am

Yours Respectfully,

L. KUGLER.

No. 18.]

Maryland School for the Deaf, }
 Frederick, Md., May 12th, 1892. }

Mr. John E. Ray, Sup't, Colorado Springs, Colo.

My Dear Sir: Your circular letter announcing time, etc., of the meeting of the Seventh Conference of Principals has been received. I wish very much I could accept your cordial invitation but the probabilities are that I shall not be able to go. The state of my health alone stands in the way. Wishing the Conference every success I am,

Yours very truly,

CHAS. W. ELY.

No. 19.]

Tennessee School for the Deaf and Dumb, }
 Knoxville, Tenn., June 27th, 1892. }

Sup't John E. Ray, Colorado Springs, Colo.

My Dear Sir: Your circular letter in regard to the Conference with request for reply was missent, or misplaced, only falling into my hands to-day. I regret exceedingly that it will be impossible for me to accept your kind invitation and be with you on that occasion. I have anticipated the Conference with much pleasure, expecting until recently to be able to attend, and I assure you that it has been a great disappointment to me to realize that I shall be deprived of the privilege of being present.

My delightful experience in Colorado Springs in 1886, enroute to Berkeley, makes it impossible for me to forego, with anything like resignation, the opportunity of again breathing the pure air of Colorado, feasting my eyes upon the glorious mountains and sky, and enjoying the princely hospitality of your institution. I can but envy those who go.

With best wishes for a pleasant and helpful session of the Conference, I am sincerely and gratefully yours,

THOS. L. MOSES.

No 20.]

Institution Des Sourds-Mutes. }
 Mile-End, Montreal, May 6th, 1892. }

Mr. John E. Ray, Superintendent, Colorado Springs, Colorado:

Dear Sir: Your letter of the 2nd of May is to hand and I am much obliged to your committee for the cordial invitation he extends to our institution. All our professors, belonging to a religious congregation, I am sorry to tell you that the 13th of August they will be engaged and consequently they can not attend your conference.

We all regret it but we can not help it. We will pray for the success of your conference and we hope the attendance will be numerous.

Yours Respectfully, J. B. MANSEAU, Director.

No 21.]

No 6 Atwood Street, Hartford, Conn., }
 June 15, 1892. }

John E. Ray, Superintendent: My Dear Sir: Your kind invitation to attend the coming Conference of Principals is gratefully acknowledged. Although, at present, and for twelve years past, actively employed in the narrower circle of teaching, I have by no means lost my interest in, and sympathy with, those charged with the wider responsibilities and functions of superintendency. It would afford me great pleasure to meet again my associates of other years and others now in service, but on the whole it will be necessary for me to decline attendance. Sincerely Yours,

G. O. FAY.

No 22.]

Pennsylvania Oral School For The Deaf, }
 Corner Jefferson Avenue and Electric Street, }
 Scranton, Pennsylvania., May 9th, 1892. }

Mr. John E. Ray, Superintendent Colorado School for the Deaf and Blind, Colorado Springs, Colorado.

Dear Sir: I regret that I can not accept your very kind invitation to be present at the Seventh Conference of Principals and Superintendents, on August thirteenth.

Wishing you a pleasant and profitable meeting,

I am truly yours, MARY B. C. BROWN.

Mr. Noyes: The committee report the following names of permanent officers of this Conference:

For President, Isaac Lewis Peet; Vice-Presidents: J. A. Gillespie, J. H. Johnson, Sarah Fuller, F. S. Doyle, J. N. Tate; Secretary, J. W. Swiler; Assistant Secretary, J. E. Ray.

Mr. Crouter: I move that these be the permanent officers of this conference.

Carried.

Dr. Peet:—An occasion like this appeals to the feelings of all persons. It is not merely those who are engaged in teaching the deaf and endeavoring to lead them forward in the path of education and knowledge, but those who are arranging for and controlling their entire environment; so it becomes a very much more important conference than one which is merely in regard to methods of instruction in which teachers come together to discuss the best methods of overcoming the individual

difficulties that arise. We go from one institution to another to learn of the different arrangements and methods of management and study how they effect the lives of those who reside therein. We get too, a new atmosphere; no man can come to Colorado without getting an atmosphere he never breathed before, in a moral as well as an intellectual sense; that effects him and he carries it away to the institution from which he came, and that gets the benefit of the spirit under which the Colorado institution is carried forward.

Then in addition to that we get the peculiar views of each other. We get the views of the different institutions, and as I have gone from one to the other I have observed a marked difference in their characteristics; and as we go away we carry sentiments which modify and improve those we had before. Nearly all my life has been spent in two institutions for the deaf and dumb. For the first seven years of my life the institution at Hartford, Connecticut, was my home. The remaining sixty-one years the institution at New York has been my home. Forty-seven years ago I began to teach in the New York institution. In three years, if I live, I shall have completed the half century, and this day is the 25th anniversary, as it is also of the time when I succeeded my father as principal of the New York institution. I therefore feel as if you were giving me a sort of a silver wedding. I was speaking of environment in the different institutions. Here especially we can see the effect of natural scenery. It is more important that the surroundings of the deaf should be elevating and cheerful. No institution could be placed in a position where its pupils could have the benefit of seeing grander mountains, where they could be so constantly reminded of the greatness of God, than this.

Mr. Noyes:—The business committee suggests that as soon as this convention is ready for its regular business that we hear from Dr. Gallaudet on the Values in the Education of the Deaf; and we also suggest that we may hear from Dr. Bell if there should be time to-day; if not to-day, to-morrow morning, on the subject of Classification of methods of instruction for the Deaf.

Mr. Gillespie:—I move that we accept the recommendation of the committee.

Carried.

Dr. Gallaudet:—At the last Conference of Principals which met at Jackson, Mississippi, some very forceful words were uttered in connection with the opening of that conference, which I will ask permission to read. I

think they are well worth the consideration of this conference and all who are working for the advancement of the deaf.

"When I come to examine the discussions that have taken place in our conventions of teachers, I am surprised to find the same differences of opinion that existed one hundred years ago. The same arguments have been brought forward and discussed and rediscussed without being settled in all these years. They are more likely to be settled in America than in any other country, for teachers here have learned to meet together in harmonious conventions, and the animosities no longer exist that prevented progress in the past. On the contrary, there is a growing spirit of co-operation between teachers of opposite views, and year by year our discussions become more courteous in tone, and therefore more prolific of good."

I have great pleasure in presenting these words that came to us then from Professor Bell, who is now with us on this occasion, and who I know will join with us in the line of march indicated by those words of four years ago. In venturing to present to you some thoughts on the subject announced for this morning, I wish to express the purpose of this writing. The main purpose is to make advance if possible, toward some definite determination and decisions. Professor Bell said our discussions had been going on for one hundred years and we ought to be reaching some definite conclusions. I have brought to your notice an essay, only parts of which I shall read, for it has been published, under circumstances the details of which I will state. More than a year ago, at the request of the editor of the Educational Review, I prepared a paper on the subject of Values in the Education of the Deaf. In due time I received from the editor a complete proof of the article, which I corrected and returned. To my amazement, when the magazine was published, just about one-half of the article appeared. The editor had cut it down to suit himself and put the pieces together in his own way, making me appear to say some very queer things; so I have ventured to ask to be allowed to present some of the omitted portions which were largely citations from valuable authorities, to sustain the views which I had set forth in the article. As it came out in the Educational Review, little more than my personal views were given, leaving out those citations which were to give weight to them. With the permission of the Conference I will read the unpublished portions and ask that the paper be printed in full in the proceedings.

VALUES IN THE EDUCATION OF THE DEAF.

Artists make use of a term which is often very serviceable in characterizing their work. When a feature of minor consequence in a picture is given especial prominence, when colors and shades do not harmonize, they say its "values" are wrong. When each element has its proper importance and no more, when there is a just balancing of light and shade, when the colors are in harmony, in short when every thing in the picture is in complete accord, its "values" are right.

It is my purpose in this paper to consider the elements that deserve a place in the work of teaching the deaf, to give each its true relative importance, to show how each should be related to the others and to the composite unit, and to point out the conditions under which not a few persons have endeavored to effect the education of the deaf with a disregard for values, so radical as seriously to damage, and even, in some instances as practically to render worthless the results of their efforts.

A system that undertakes to provide for the complete education of the deaf must include mental, moral and religious training, instruction in speech in all cases where success is practicable, and industrial teaching in considerable variety. Physical training should also be thorough, opportunities for the encouragement of artistic talent should be afforded to all who possess it, and where any degree of hearing remains, it should be made the object of especial care and development. At first glance it may seem, at least, to such as have made some study of educational problems, a task of no great difficulty to arrange these several elements according to their values. In point of fact, however, the history of deaf-mute instruction furnishes a record of errors, growing out of misapprehensions of conditions and leading to the ill-adaptation of means to ends, at once remarkable and lamentable.

A child born deaf remains, unless especially trained and instructed, wholly ignorant of verbal language. The knowledge of such language and the power to use it, which the normal child acquires involuntarily through mere association with those who possess it, is never gained by one born deaf except as the result of a long and laborious process. Furthermore, this verbal language which comes in vocal sounds to the normal child through his faculty of hearing, reaches the deaf child only through his vision and always in silent signs and characters; whether these be movements of the hand, which are called gestures, or of the mouth, which may be termed articulations, or are forms and pictures on the printed or written page.

It is impossible for one born deaf, or one who has become totally deaf in early childhood even, to gain an adequate apprehension of speech, as this human faculty is used and enjoyed by normal persons. To the deaf, no matter how adept they may become in understanding the import of speech, by observing closely the oral and facial movements of those who speak, oral utterance must ever lack the life-giving quality of sound with all its attendant effects of eloquence, pathos, sympathy, sternness, persuasiveness, humor, and the like. Such speech can only impart to the mind effects like those which would attach to the attempts of a feeble, awkward person to exhibit the feats of an acrobat or the graceful movements of the ballet.

And yet, strange as it may seem, this truth so easily seen to be evident was not only ignored by the man who stands in history as the founder of oral teaching for the deaf, but the preposterous claims were made by him that in mental development (1) "the de-

fect of hearing cannot be supplied by the medium of vision" and (2) "that abstract ideas cannot be infused into the minds of the deaf and dumb by any process of writing or with the assistance of methodical signs."

Samuel Heinicke, (1729-1790) began teaching the deaf in Dresden in 1755, and some years later at Eppendorff, near Hamburg, gathered about him a sufficient number of children to form a small school. In 1778, on the invitation of Frederick Augustus, Elector of Saxony, Heinicke removed his school to Leipsic, where under the patronage of the Elector it became permanently established. Heinicke was of humble parentage, but possessed brilliant intellectual qualities and great personal magnetism. He secured a university education, was fond of psychology and wrote a work of some merit on metaphysics. His bald errors, on which he based his claims that the education of the deaf could only be effected through the aid of speech, he acknowledged later, and renounced. None of his many admirers and disciples have ever ventured to sustain the false principles with which he started out; and yet the spirit of those errors seems to have remained among those who advocate the oral method exclusively; for it is not unusual for them to make such assertions as these: that the deaf can learn to use speech as hearing people do; that all the deaf can be taught to speak; that only through the teaching of speech may the deaf be restored to society; that by employing the oral method the disability of deafness may be practically removed; none of which statements express the whole truth. They are at most nothing more than half truths, often more pernicious in their effects, when circulated, than untruths, because more easily misleading.

During the same year (1755) in which Heinicke began his work as an oral teacher of the deaf, the Abbe de l'Epee (1712-1789), of deserved renown as a philanthropist and as the founder of the manual method, established a school at Paris in which there were soon gathered a considerable number of deaf children. De l'Epee was the son of an architect in the service of Louis XIV., and was educated for the church. He found himself unable, however, to assent to the formula of doctrine to which he was required to subscribe at his ordination, turned his attention to law and was admitted to the bar. This profession did not satisfy his tastes and ambitions, which were to do good to his fellow men, and when by a happy accident, he formed the acquaintance of two deaf mute girls, sisters, who were in evident need of instruction, his enthusiasm was aroused for the work to which, as events proved, he was to devote his life.

The methods of De l'Epee were based on a principle diametrically opposed to that with which Heinicke started out. The learned Jerome Cardan (1500-1576) professor in the University of Padua, declared that "writing is associated with speech, and speech with thought; but written characters and ideas may be connected together without the intervention of sounds, as in hieroglyphics. If sounds are not essential to render written characters intelligible, no more are they to explain gestures or signs." De l'Epee adopted this principle and in expounding his methods of instruction formulated it as follows: "There is no more natural and necessary connection between abstract ideas, and articulate sounds which strike the ear, than there is between the same ideas and the written characters which address the eye." In solving the problem how best to make written characters intelligible to deaf persons who had no knowledge of verbal language, De l'Epee concluded "that the best instrument was the language natural to

the deaf mute himself that of pantomime and that this, corrected, enlarged and perfected by a skillful hand, would prove adequate to interpret written words, and to express every shade of thought." As has been justly said by the late Collins Stone, sometime principal of the parent school for the deaf in America—that founded in Hartford in 1817: "The development and application of this principle by De l'Epee, was the crowning glory of his life, and for this his name will be embalmed in grateful remembrance as long as, among the generations of men, there shall be found one whose eye must perform the service of the ear."

The limits of this article will not allow any extended description of the methods pursued by the founders of Deaf Mute education in Germany and France. It can only be said that while Heinicke made oral teaching, which is always artificial and painfully difficult at the beginning, his *point d'appui*, using pantomime gestures only to a very limited extent, and in a form crude, because no effort was made to improve and perfect them, De l'Epee found a much broader and much more secure footing; in a means of communication at once natural and encouraging, that language which he took in a double sense from the hand of the deaf-mute himself, and he added, as the work of instruction went on, such oral teaching as seemed desirable and practicable.

The German, serving a false philosophy and striving against nature, sought to build an inverted pyramid, which, as will be shown, has always stood insecurely and liable to fall; while the Frenchman, true to sound science, and working with nature, has reared a structure certain to endure because of the depth and breadth and strength of its foundations.

In 1760 Thomas Braidwood (d. 1806), of a distinguished Scotch family, began the teaching of deaf mutes in Edinburgh. His school attained great celebrity, drawing to it pupils not only from all parts of the United Kingdom but from the American colonies.

Dr. Johnson, in his Journey to the Hebrides, speaks of Braidwood's success with his pupils in terms of glowing admiration, and gives an extended and interesting account of a visit to his school. Braidwood taught many deaf mutes to speak well, and made a greater use of manual methods than Heinicke; but he fell far short of De l'Epee in his development of the language of gestures.

Dugald Stewart, writing to the Royal Society of Edinburgh on the training of James Mitchell, a boy born blind and deaf, makes some interesting comparisons between the methods of Braidwood and De l'Epee as developed and practiced by their successors early in the present century. He says: "The aim of Sicard [the successor of De l'Epee] was of a different and higher nature; not to astonish the vulgar by the sudden conversion of a dumb child into a speaking 'automaton;' but, by affording scope to those means which nature herself has provided for the gradual evolution of our intellectual powers, to convert his pupil into a rational and moral being." Speaking of the undue importance attached by the successors of Braidwood, to oral teaching, Stewart says: "This error was, no doubt, owing in the first instance, to a very natural, though a very gross mistake, which confounds the gift of speech with the gift of reason; but I believe it has been prolonged and confirmed in England, not a little, by the common union of this branch of trade with the more lucrative one, of professing to cure organical impediments. To teach the dumb to speak, although, in fact, entitled to rank only a little higher than

the art of training starlings and parrots, will always appear to the multitude a far more wonderful feat of ingenuity, than to unfold silently the latent capacities of the understanding; an effect which is not, like the other, palpable to sense, and of which but a few are able either to ascertain the existence or to appreciate the value."

To characterize the orally taught deaf as "speaking automatons" and to accord to the achievement of thus teaching them, but little higher praise than to the art of training starlings and parrots, is certainly unjust; but the Scottish philosopher is correct in his comparison as to the relative value of speech and mental development, and equally happy in his discernment as to which attainment will the more quickly strike the popular fancy and win the applause of the unreflecting. De l'Epee, Heinicke and Braidwood will hold places in history as "*facile princeps*," each in his respective country, in the humane work of the general education of the deaf. But the charitable Abbe was the only true philanthropist. His methods were open to the world. He not only declined to enrich himself, even from such of his pupils as were wealthy, but gave his own private fortune to the cause which commanded his heart. He at first refused to receive the children of the rich and afterwards consented to do so with extreme unwillingness. In 1780 the Ambassador of the Empress of Russia on visiting his school, offered him valuable presents in the name of his sovereign. The Abbe replied that he never received money, but if his labors seemed to the Empress worthy of any favor, he desired her to send some poor ignorant child from her dominions, to whom he might give instruction. The Emperor Joseph of Austria also visited De l'Epee and was astonished at his success. Expressing his surprise that so excellent a man should be in such straitened circumstances, he offered to confer on him the revenue of one of his estates.

Declining this generous offer, the Abbe replied: "I am now an old man. If your majesty desires to confer any gift upon the deaf and dumb, it is not my head, already bent to the grave, that should receive it, but the good work itself. It is worthy of a great prince to preserve whatever is useful to mankind." The Emperor readily interpreting his wishes, despatched one of his own ecclesiastics, the Abbe Storch, to Paris, who after acquiring the art, established at Vienna the first National institution for the Deaf in Austria.

Heinicke was a man by no means devoid of benevolence. He is spoken of in a circular inviting subscriptions for the erection of a monument to his memory as one "who made it the labor of a life consecrated to God and to humanity, to comfort the forsaken, and dry the tears of those who wept, and to minister aid to all who were in distress." But evidence that he fell far short of reaching De l'Epee's high standard of philanthropy appears in one of his own letters to the eminent Frenchman, bearing date Leipsic, July 12, 1782. Heinicke says in closing:—"The method which I now pursue in the tuition of the deaf and dumb was never known to any one besides myself and my son. The invention and arrangement of it cost me incredible labor and pains: and I am not inclined to let others have the benefit of it for nothing. By right, the publication of it should be purchased of me by some prince; and I defy all the casuistry in the world to argue me out of money that I lawfully and laboriously gain. Such of the deaf and dumb as are poor I instruct gratis: while I make the rich pay in proportion to their wealth; and I often receive more than I demand."

The history of the work of Braidwood in behalf of the deaf of Great Britain and Ireland is full of evidences of a mercenary spirit. From the first it was made a family monopoly. Large sums were demanded for a knowledge of the art, and the few to whom it was taught, outside the family, were placed under bonds, so heavy as to be practically restrictive, not to teach others. As late as in 1815, when Dr. Thomas Hopkins Gallaudet, the founder of deaf-mute education in America, was seeking to prepare himself, in Europe, for his work, the narrow and self seeking policy of the Braidwoods closed the doors of every school in Scotland and England against him and compelled him, after the loss of many months of valuable time, to seek in France the instruction he needed.

The monopoly of teaching the deaf continued in the Braidwood family for fifty-nine years, during which period only three institutions for the deaf of a public character were established in Great Britain, while within twelve years after the expiration of the restrictive bonds, eight new schools sprang into existence—two in Scotland, two in Ireland and four in England.

Neither De l'Epee, Heinicke, nor Braidwood invented the methods they practiced. It would be interesting, did space permit, to give the names and describe the works of many eminent men, ecclesiastics, philosophers, professors and medical doctors, who during two centuries and more prior to 1755 wrote books on the teaching of the deaf and taught isolated cases, or very small private classes. The writings of most of these early teachers are to be found in special libraries, and the perusal of them shows that the leading methods known and practiced in the most progressive and successful schools for the deaf to-day were invented and used long before the first public institution was established.

The merits of the two principal methods, the Manual and the Oral, have been earnestly pressed by their respective advocates from the earliest times down to a very late day, and controversies over them, always warm and sometimes bitter, as was the case between Heinicke and De l'Epee, have recurred with varying frequency. So long as the question was, which of the two should prevail to the exclusion of the other, small progress was made toward a settlement. But within a few years a conciliation and combination of methods have been shown to be both practicable and desirable, and it is in the union of elements once thought to be necessarily antagonistic, that a careful consideration of "values" in the education of the deaf becomes important.

Professor Fay, of the National Deaf Mute College, editor of the "American Annals of the Deaf," defines the two methods as follows: "In the Manual Method the sign language, the manual alphabet, and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and facility in the use and comprehension of written language. The degree of relative importance given to these three means varies in different schools; but it is a difference only in degree, and the end aimed at is the same in all. In the Oral Method articulation and speech-reading, together with writing, are made the chief means of instruction, and facility in articulation and speech-reading, as well as mental development and written language, is aimed at. Signs are used as little as possible, and the manual alphabet is generally discarded altogether. There is a difference in different schools in the extent to which the use of natural signs is allowed in the early part of the course, and also to the prominence given to writing as an auxiliary to articulation and speech-reading in the course of instruction; but

they are differences only in degree, and the end aimed at is the same in all."

The single objection to the exclusive practice of the Manual Method is that under it no provision is made for the teaching of articulation and speech-reading to that very considerable proportion of the whole number of the deaf who are indisputably capable of success in these very valuable acquirements. This objection is a serious one, and yet it is true that under the Manual Method, with oral teaching entirely omitted, the intellectual, moral and religious training of the whole body of the deaf can be effected much more completely than under the Oral Method; industrial teaching can be readily given, and the children as sent out from the schools are capable, with very few exceptions, of supporting themselves and of living happily and reputably in the communities to which they are returned, even though they are limited, in their communication with the hearing, to writing, signs and the manual alphabet. The lack of speech is an inconvenience, but by no means an insuperable barrier to success in business or the attainment of happiness.

The objections to the exclusive employment of the Oral Method are more numerous and radical. With a large number of the deaf it utterly fails. With another very considerable portion a degree of success is attained so limited as to be little better than failure. It can be said to really succeed with not more than one-third of the whole number demanding education.

One does not need to look far to find the reasons for this state of things, for surely a teacher of normal children would be thought little removed from insanity who should attempt to make all his pupils poets or orators, or artists, or musicians, though all might learn to sing; to draw after a fashion, to declaim or even to rhyme; and at the same time he who should endeavor to foster and develop talents for music, painting, sculpture, oratory or poetry, wherever among his pupils he found those choice gifts in existence, would draw forth universal commendation. The number of those born deaf who can acquire facility in oral communication is small; and their success may justly be attributed to the possession of peculiar talents or gifts involving an almost preternatural quickness of the eye in detecting the slight variations in position of the vocal organs in action, and a most unusual control over the muscles of the mouth and throat. To the great majority oral utterance is unattainable, save in degrees that render it comparable to those sculptures and paintings that never find a purchaser; to books and poems that are never read; to music that is never sung.

Many oral teachers, in their zeal to secure the great boon of speech to as large a number of the deaf as possible, fail to realize that much which is intelligible to them from certain of their pupils will be naught but a senseless jargon to strangers, or at best an utterance painful and nerve-rasping to listen to. And it is certainly true that a large per centage of deaf children whose entire school life is spent under the instruction of the oral method, and whose speech is kept up under the encouragement of patient, not to say partial, teachers, find their speech so indifferent and hard to be understood on leaving school that they soon drop it, and resort to the surer means of communication afforded in writing, the manual alphabet and the language of signs. The public at large, who stand amazed and delighted before the apparent miracles of the oral school, when they hear,

as they often do, sweet and pleasant speech from a child born deaf, have little knowledge of the failures, and they are legion, of the oral method.

But it is not alone because it must necessarily fail with a majority of the deaf that the oral method is open to criticism. Although as intimated in Prof. Fay's definition, signs are used to a limited extent in some oral schools, the tendency in the practice of the oral method during the last few years has been towards the entire abandonment of the language of gestures. Teachers in oral schools are not required to have a knowledge of signs—indeed it has usually been preferred that they should know nothing of the natural language of the deaf, in the mistaken belief that the ability to understand and use it would impair their efficiency as teachers of speech. No better exponent of these sign abolitionists can be found than Arnold, the director for many years of the institution at Riehen near Basle, and only recently deceased, who says: "As long as signs are found to exist in schools for the deaf, so long the entire cause of deaf mute education will suffer with a cancer which will sap the marrow of oral instruction." To his pupils Arnold says with ceaseless iteration: "You are human beings, and must therefore talk like human beings, and not make grimaces like apes;" and he boasts "that by reasoning with his pupils thus, and also by telling them that if they used signs they would be punished, he has succeeded in suppressing the sign language almost entirely in his school." This disposition on the part of the oralists of recent date to undervalue and reject the sign language demands more than a passing notice. I say oralists of recent date, because the testimony and practice of some of the ablest teachers of the earlier days, men unsurpassed by their successors in learning and ability, were strongly in favor of the use of gestures even in schools where the aim was to impart speech to the greatest possible number.

Heinicke was succeeded at Leipsic by his son-in-law, Reich, who had all the enthusiasm of his predecessor for the oral method, but who frankly acknowledges that: "Since the mind cannot think without signs, and the signs of language [spoken words] though the most perfect, are too difficult for the deaf and dumb at the beginning of their education, and not adapted to their manner of thinking nor their unpracticed organs of speech, pains should be taken to improve the language of signs; the pupils should be taught to describe in signs whatever they perceive in an object—all kinds of actions, effects, relations and circumstances." Dr. Wagner, for many years Director of the Gmund Institution and president of a convention of instructors held at Esslingen, said in opposing the extravagances and excesses of certain members: "The sign language is indispensable as a means of introducing deaf mutes into the language of words, and of ascertaining the intellectual power of pupils when they first enter school." Counsellor Saegert, long a teacher of the deaf, and for several years inspector general of the Prussian institutions, says of the use of gestures: "By no other means can the teacher form the often neglected heart of his pupil, designate good and evil as such, encourage the industrious, stimulate the idle to activity—in short exercise a moral and intellectual influence upon the deaf mute." Dr. Gronewald, formerly director of the Cologne institution, says: "Pantomime, being the first point of contact and union in the instruction of the deaf mute, affords the only possible means through which he can be made to partake in the culture of the human race. The deaf and dumb

child is naturally directed to pantomime as his native language, and in his whole life cannot, and will not, entirely dispense with it. Our institution does not fall into the delusion of attempting wholly to exclude signs. It gladly takes them into service, since they are indispensable to it. Intellectually dead, a walking statue, would the poor deaf mute be, and remain, if by any possibility the idea of robbing him of the sign language could be carried into execution."

Much more testimony could be given from the older teachers of the deaf in Germany, the birth-place and stronghold of the oral method, in favor of the use of the language of signs, and against the policy of the pure oralists of to-day, who in this country as well as in some parts of Europe advocate the suppression of signs altogether; but a single citation, only, will be added, taken as the foregoing have been from the valuable treatise on the Conciliation of Methods, by Otto F. Kruse of Schleswig. Mr. Kruse was himself a semi-mute, having lost hearing at six years of age, was educated in an oral school, taught the deaf successfully for more than fifty years, and was a writer of acknowledged ability not only in his own profession but on general education. Strongly in favor of pressing the oral teaching of the deaf to its fullest practicable limit, he was equally earnest against the heresy of sign-abolition. At the conclusion of his argument he says:—

"If there are still persons who advocate the unconditional and exclusive use of articulation in teaching the deaf and dumb, they must, for the most part, be those who, despite long years' practice, still remain strangers to their pupils. Being unfamiliar with the results of the experience of so many men of the profession, they easily become enamored of the general principles of education; and carried away by this pedantic delusion, think nothing is easier than to free the art of deaf mute instruction from forms which they regard as antiquated and out-grown. Examined carefully, all such novelties are seen to be only the remains of well-meant, but wholly mistaken, efforts of Graser, Stephani, Daniel, Arrowsmith, and others, to make the science of instructing the deaf and dumb the common property of public schools, and must inevitably, sooner or later, share the fate of those educational devices. The merit of clearing the field of weeds is not less than that of cultivating it; but let us take care not to pull up the grain at the same time with the weeds. No one can blame the effort to simplify the method of teaching the deaf and dumb, or the attempt to reduce it, as much as possible, to the footing of general instruction. But let us not be angry with the Lord of nature, when he says to us: 'Thus far and no farther.' It is only presumption or childish caprice that will endeavor to break through the barrier prescribed by nature to the course of instruction. By such unworthy trifling the deaf mute is more likely to be educated into a prodigy than into true manhood."

The claim has been made by the promoters of the pure oral method, that in recent years great improvements have been effected in Germany and elsewhere, leading to much more satisfactory results than were formerly attained. But this is denied in many quarters, and in the publications of Mr. J. Heidsiek, an instructor of experience now living at Breslau, much is said to prove the unsatisfactory character of a great deal of the oral teaching going on at present in Germany. In a personal letter received a few months since, Mr. Heidsiek, referring to a visit I made to Germany in 1867, says: "I assure you, if you should take the

same journey again, your judgment as to methods would be exactly as before. The deaf mute institutions would present themselves to you in greater numbers and in more elegant garb, but in the method of instruction you would scarcely discover a difference or progress worthy of mention. The results of the German method rest for the most part on appearances. It makes an overpowering impression on the layman when he hears from the mouth of the deaf mute a few intelligible words; but of what use is this artificial work to the life of one deprived of hearing if he is without the most scanty knowledge, and is not also able to make himself understood in the least in writing. The German school at present lays the whole stress upon articulation; with unspeakable tortures the effort is made to force the deaf to speak in pleasant tones, and to read from the lips what is spoken; and in this scarcely any progress is noticeable. Out of a hundred deaf mutes there are not five who could take part in a conversation with hearing people, whose speech could be understood, and who would be able to read from the lips with accuracy. If, however the supporters of the German method are satisfied with their results, if they look back with contempt upon the earlier teachers of the deaf, and live in the belief that they have gone far ahead of these older teachers, it is because they compare the articulation of their present pupils with the speech of such deaf mutes as left the institution several years ago. For what to-day pleases us in our pupils fills us with horror in a few years; for that which distinguishes the younger generation from the old, is as fleeting as the splendor of the rose.

"After a year and a day the articulation of the deaf-mute who to-day leaves the institution, is just as unintelligible and repulsive as that of the older deaf-mute. The supporters of the pure articulation method, will to be sure, not make this concession, but the truth of my assertion will not be disputed by any unprejudiced judge."

Thus much for the testimony of German oralists in favor of giving the sign language a place of honor in the education of the deaf, and as to the non-success, in certain particulars, of the pure oral method.

But the discussion of this topic would be very incomplete were the opinions of Manual teachers omitted. Indeed they are the only fully competent witnesses in the case, as to the value of gesture language, for they alone by the admission of their German brethren among whom the sign-language, as acknowledged by one of the most eminent, is "limited to hap-hazard culture," they alone know what the language is in its full development - they alone have taken pains to master it, and to acquire a facility in its use equal to that enjoyed by the deaf themselves. Probably no instructor of deaf-mutes has ever more completely mastered this language than the founder of deaf-mute education in America, Dr. Thomas Hopkins Gallaudet. And no sentiment of false modesty need deter his son from adding that no teacher of the deaf in any country was better qualified by education and natural gifts for his work, and that no teacher has ever attained more satisfactory results in the intellectual and moral development of his pupils.

Dr. Gallaudet in his last official report as Principal of the School he founded at Hartford, a report made in 1830 after fourteen years experience of practical teaching, discusses the importance of the early establishment of a full and free means of communication between teacher and pupil. Convinced that this can not

be found in any form of *words*, whether spoken or written, for a very long time after the pupil has entered school, he turns to gestures as affording a medium for the transference of thought at once natural, even spontaneous, to the deaf child and easy of acquisition and development by the teacher. He announces the principle on which the method pursued in his school is based, as follows:

"This principle is, to elevate to as high a degree of excellence as possible the natural language of signs employed by the deaf and dumb, so as to make this language itself a complete medium of communication between instructor and pupil on all subjects. *In his ability to employ this medium of communication consists the success of the teacher.* He can then refer his pupil, in a language adapted to his peculiar situation, to all objects of thought or feeling, physical, intellectual or moral: he can explain and illustrate these objects, by means of this same language of signs; and thus having made the pupil acquainted with *ideas*, he can very readily, by the manual alphabet, or by writing, give him the words by which to express such ideas."

Some years later Dr. Gallaudet published his views on the "Value of the Language of Signs in the Education of the Deaf," in a series of articles contributed to the *American Annals of the Deaf*, Vol. I, Nos. 1 and 2, 1847, which are commended to those wishing to pursue the subject. From these essays, only a single quotation will be given a place here, which will show how essential a good knowledge of the sign language is to the teacher who would rightly discharge his duty in the moral training of his pupils. "Let it never be forgotten," says Dr. Gallaudet, "that in order to exercise a successful moral influence over the child, in his government and discipline, so as to lead him to do right of choice, and with a hearty good will, his confidence in his guide and governor must be secured. In cultivating this confidence he must often be *listened to* patiently by the parent and teacher. He will have his questions to ask, his inquiries to make, his doubts and difficulties to state, that he may fully understand what his duty is, and sometimes his excuses and extenuations to give, that he may escape blame when he does not deserve it. Collisions of feeling and of interest will arise between him and his fellows. Rights on the one side or the other, have been assailed, or wrongs inflicted. Each of the parties claims the privilege of stating his own case. They must both be heard. Facts must be inquired into, perhaps witnesses called in, else impartial and strict justice cannot be done, confidence is weakened and sometimes lost, and authority by moral influence paralyzed or destroyed. For all these purposes the child must have a language at command, common to him and the teacher, by which to make his thoughts and feelings known. This is indispensable to the exercise of a wholesome government and discipline over him."

But not alone in the moral and intellectual training of the deaf-mute does the sign language afford help which can come from no other source. Nothing can equal it as a means of awakening powers often lamentably undeveloped in the deaf child when he is brought first to the school.

Mr. Robert Patterson, whose history is similar to that of Kruse, except that he is now in the prime of life, and principal of one of the largest schools for the deaf in the country, writes in the *Annals*, Vol. XXII, 1878, p. 20:

"In the education of the mute the greatest thing needful is to wake up the mind, to make it flow with life—the life of the soul.

How is this achievable but with the language of signs? This strange yet wonderful language possesses in fact almost the power of an autocrat over the mind tied and bound by the fetter of deafness: it waves its magic wand and the fetters fall off: it acts the part of a nursing mother, and behold the passive intellect is awakened to the power of understanding and quickened to the life of distinct thought."

Not a few young deaf persons have come under my observation, whose education was begun and continued for several years in oral schools, in which the use of the language of signs was forbidden, but who had opportunities later of acquiring and using it. These persons have assured me that the knowledge of this language and freedom in using it, gave their mental life a new phase of activity and growth as delightful and helpful as it was surprising. They looked back with bitter regret to their early school life from which with a mistaken and ignorant kindness amounting almost to cruelty, that element had been stricken out, which Hill, one of the most eminent German oralists, accepts and uses as "the one in which the mental life of the deaf-mute begins to germinate and grow; the *only* means whereby he, on his admission to the school, may express his thoughts, feelings and wishes."

The late Professor Storrs, eminent as a teacher in the college at Washington and in the school at Hartford, discusses the office and value of the sign language in the *Annals* for July, 1883, and after a forcible statement of the advantage and necessity of its use in teaching the deaf says:

"What now is the reply of most oralists to such statements, which obviously cannot properly be denied by any who have not themselves had a similarly wide experience? 'I do not see in what sense you can say that signs are natural to them,' said a principal of an oral school to me; revealing thus in a most conclusive manner her own entire ignorance of their nature and use. Had she ever had the faintest perception of what it would be to flash her own most subtle thought across this luminous roadway to the eagerly receptive soul beyond, and witnessed the swift and sharp illumination which its electric gleam can convey, she would as soon have asked me in what sense thought itself is natural to a human being, as to have asked the question respecting the God-given instinct of gestural expression. 'I do not know a single one of their signs, and I am thankful that I do not,' said another prominent oralist; than which can there be imagined a more naive confession of entire incompetence to pass an intelligent judgment upon the most vital aspect of the whole question under discussion? Is it indeed a great source of pride in any intelligent worker to know that a large part of his proper field of labor is hidden from him by a veil which he has never even attempted to lift?"

One more witness only from among those well-versed in the sign language can be cited—but the value of his opinion is enhanced by the fact that as a son of one of the most eminent American principals, the late Dr. Harvey P. Peet of New York, it was his privilege to grow up in a school for the deaf, in daily intercourse with its pupils, and thus to enjoy an opportunity afforded to few, of acquiring their natural language as a vernacular. Dr. Isaac Lewis Peet, the distinguished successor of his father as Principal of the New York Institution for Deaf Mutes, says in the *Annals* for April, 1871:

"The sign language is not an obstruction as some have vainly imagined, nor a source of weakness, but, properly used, an engine of immense power. As a means, not an end, it quickens the reasoning power into life and activity, and, when its work has been accomplished, it sends the deaf-mute into the world, not a mere parrot repeating sentences with which memory has more to do than thought, but a man, disenthralled, relieved of his disability, and able to speak to men in the language in which they were born."

It would be interesting, did the limits of this article permit, to show the similitarity between the Chinese language and that of gestures, as suggested by certain writings of the eminent missionary among the Chinese, Dr. Morrison, and to refer at some length to a remarkable treatise by the great French philosopher Condillac on the Language of Action, which he argues was man's first means of communicating thought. Equally interesting would it be to cite the opinions of Tylor, the well known English writer on the development of civilization, of Valade the accomplished French instructor of the deaf, and of De Hærne, the learned Belgian statesman lately deceased, who wrote ably on the natural language of signs. Of still greater interest, in certain points of view, would it be to consider the scholarly writings of Col. Garrick Mallory, of the National Bureau of Anthropology, on the Language of Signs as developed among the American Indians, essays which have always commanded the admiration of instructors of the deaf.

But I must leave this and hasten to show that the best results in the education of the deaf can be obtained not by the exclusive practice of either the Manual or the Oral Method, but by making use of both, in such combinations as may be most practicable, and adding Aural teaching for such children as possess a degree of hearing sufficient to comprehend articulate sounds. Professor Fay, whose definitions of the Manual and Oral Methods have been given, defines the Combined System as follows:

In this system "articulation and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. It is believed that in many cases mental development and the acquisition of language can be better attained by some other method than the Oral, and, so far as circumstances will permit, such method is chosen for each pupil as seems best adapted to his individual case. Articulation and speech-reading are taught where the measure of success seems likely to justify the labor expended."

There are in the United States and Canada at the present time eighty-four schools for the Deaf in which 9,652 pupils are receiving instruction. Of these schools thirteen, having 402 pupils, are conducted on the Manual Method; nineteen, containing 1,104 pupils, follow the Oral Method, while fifty-two, containing 8,146 pupils, are conducted under the Combined System. Considering that this system prevails in sixty-two per cent of the schools, containing eighty-five per cent of the pupils now under instruction, it may justly be called, as it often is in Europe, the American System.

In effecting the combination of Methods under this System, circumstances suggest, and often compel differences of detail. The most satisfactory arrangements are possible in large schools, where each method may find its proper subjects in sufficient number for advantageous classification. No more favorable conjunction of elements in a single establishment could possibly occur than exist at present in the Pennsylvania Institution at

Philadelphia, the second in point of numbers and the third in age in the country. With its 500 pupils, and a corps of officers and teachers unsurpassed in ability, experience and skill, this school will in a few months be removed from crowded buildings in the heart of the city to a fine estate of sixty acres in the suburbs, where at a cost of nearly a million of dollars a commodious and beautiful group of buildings has been erected, in which a division of the pupils into Primary, Intermediate and Advanced Departments will be made, with an Oral School quite distinct from all the rest. Industrial teaching will be provided for, as also special physical culture in a large gymnasium. Under a management at once progressive, cautious and severely practical, each method will be given its full opportunity, the sign language will be accorded the position and respect it deserves, but will at the same time be used with judgment, and the half-successes in articulation will be promptly transferred to that department in which they can be more advantageously trained.

In this model school the Combined System will exist in a form, the general features of which deserve to be imitated wherever the numbers under one management are sufficiently large to warrant similar divisions into departments. In smaller institutions, or in those of large size where buildings already erected do not admit of the adoption of the Pennsylvania plan, the Combined System may be, and is in many well ordered schools, operated with results far more satisfactory than is possible in a school wedded to a single method.

Among the nineteen schools in which the oral method prevails, and in which the sign language is unwisely prohibited there are those in which earnest, faithful, intelligent work is done, and where the results in many individual cases are most commendable, sometimes even brilliant. But many children are retained in them that never succeed in speech, and who would derive far greater advantages under the Manual Method. In all these oral schools the sign language, in spite of rules against its use, is a constant means of communication among the pupils.

That the teachers, as is the case generally, should remain ignorant of this language, so serviceable, so helpful, and under circumstances constantly arising, so necessary in the management of deaf children, gives just occasion for severe condemnation. No person should be considered fully qualified to teach or manage deaf children who is ignorant of the language natural to them, and which they will use whenever a sufficient number of them are brought together to form a school.

The marked success attending the operation of the Combined System in this country has attracted attention in Europe, and when a few years since a Royal Commission was appointed in England to inquire into methods of educating the deaf and other special classes, witnesses were summoned from this country to furnish full information to the Commission as to the workings of our American schools. The advantages of the Oral Method and the Combined System were presented by competent witnesses and their testimony was published along with the report of the Commission. The managers of a new school about to be established at Preston, England, made a careful study of this testimony and were strongly influenced by it towards the adoption of the American Combined System. And this system has now been adopted by the Preston school in spite of conditional offers of considerable sums of money from promoters of the Oral Method in England. I am satisfied that the policy of the managers of this English school would be generally followed in the organiza-

tion of new schools for the deaf, if those who have the responsibility of their establishment would study the subject of methods as intelligently and as impartially as it was considered at Preston. And I am equally convinced the day is not distant when the Combined System, broader than any method, because including all, will be accepted even in the country of Heinicke, when the narrowness and insufficiency of his method, shown by such a vigorous writer and so unimpeachable a witness as Heidsieck, come to be generally understood.

To sum up the "values" in the education of the deaf it may be said: (1) that the language of gestures should never be banished from any school; (2) that all who undertake to teach or train the deaf should master this language; (3) that at the same time gesture language should be regarded as a means, not an end; (4) that a careful and prolonged effort should be made to teach every child to speak; (5) that the education of every one found capable of acquiring speech should be so conducted as to promote facility in speech to the highest degree possible, without sacrificing those other objects of education which are admittedly of more consequence than speech; (6) that every child found incapable of success in speech should be taught by the manual method; (7) that moral training should be carefully attended to and that religious instruction of an undenominational character should be afforded; (8) that industrial and physical training should have prominent places; (9) that artistic ability should be carefully fostered and encouraged; (10) that whenever sufficient hearing remains to distinguish articulate sounds, pains should be taken to train and develop this faculty, so that, if possible, it may become a channel of intelligent communication, and (11) last, but by no means of least importance, that all teachers of the deaf should be highly educated persons, carefully trained for their profession and should possess in no small measure that disposition which "is not easily provoked," which "seeketh not her own," but "endureth all things and is kind."

I have taken a little more time than I thought would be needed to present this subject fairly to the Conference, and I hope I may be pardoned if I now ask a few moments more in which to say that in presenting these views to the Conference my object is above all to effect a reconciliation of certain elements which enter into the question of educating the deaf, which have in times past seemed to be in conflict. I feel very earnestly that the day of conflict is, or certainly ought to be, over. We who stand in the position of supporters of the oral method of instruction to-day were, many of us, not so very many years ago, supporters of the pure manual method and we rejected oral teaching.

All along the past twenty-five years we have been making advances and concessions, and now I feel that it is not unjust to ask that some concessions be made by those who sustain the oral method as to forego the wholesale denunciation of the sign language; even to accept some use of it. I should be glad to see in some of the oral schools of the country, the adoption of some of the mea-

tures and improvement that were recommended by the early oralists. I think it would be no more than just if the example which we have to set, may be followed by those who have in past times stood, but who I trust are no longer standing, in hostile camps. I have felt for many years that all teachers of the deaf should understand the language of signs, that they may come into more complete and intimate contact with their pupils than I have any reason to believe they can if the sign language is ignored.

Dr. Peet:—Opportunity will now be given for discussion upon the points brought up by Dr. Gallaudet.

Dr. Bell:—I have listened with very great interest to the paper which has been presented to us by Dr. Gallaudet. I don't know how it is. I don't seem to agree with any of them. The oral teachers reject me; the manual teachers reject me because I do not believe in the manual alphabet; the sign teachers reject me because I do not believe in signs. It is a pleasure to me to see the representatives of instruction for the deaf contending as to which shall do the most good to the deaf. I agree with you all there. If I am an outsider—well an outsider looking far off from a mountain top can sometimes judge better of the relations of the different contesting parties in the valley below than if he were himself an actual participant in the fray. I was very much struck with one point in the address of Dr. Gallaudet. I think we should take the statements of the oral teachers concerning the results of oral teaching and of the sign teachers regarding the results of the sign teaching. For myself, looking at the question as an outsider from a distant point of view, I must say the results of my observations do not tally quite with those of my friend Gallaudet. I see a constant advance of the oral method all over the world. It has swept sign language out of existence in Germany, practically out of existence in Italy, and in our own country the oral system is extensively used. In 1867 the first permanent oral school was established. Statistics have shown steady advance from that time to this. To-day 46 per cent. of our deaf people are taught speech. From a circular letter of inquiry which I addressed to the members of this conference, I find that of the young pupils received last year, that 70 per cent. were given an opportunity to learn to speak and more than 26 per cent. were taught by the oral method.

Mr. Ray:—I suggest we hear from Miss Caroline Yale on this subject.

Miss Yale:—I came in with no thought of saying a word this morning, but as Dr. Bell has justly said those

who have used the manual alphabet should speak concerning it; those who have used signs should speak of them, and those who have used the oral method should speak of that. My observations of German schools would not quite accord with those of Dr. Gallaudet. I have seen good intellectual work in German schools under the German system. As to America I must speak chiefly from my knowledge of the school with which I have been connected 23 years. However, during the last year I have visited schools representing all the varieties of the so called combined system. I have visited also the different oral schools, and sometimes contrary to my expectations, I have found that pupils who have been transferred from manual system schools to oral schools are far below in intellectual condition the class having been under instruction the same time in the oral schools. I have also seen the converse true. I have examined carefully certain pupils transferred from oral schools to sign schools. In no case did I become convinced that a pupil who had failed under the oral system had made any marked progress under the combined or under the manual system. As regards systems, as an ardent oralist, my observations lead me to believe that mental development may be as great under that method as the combined or under the pure manual system. Language is first and foremost in importance in all our minds, I hope, and while as to the means of communication, I must confess that even poor articulation is as intelligible to the speaking world as either the manual alphabet or signs, we all have written language: the poorest articulator may return to that; the best sign-maker when misunderstood must return to that; so language, written language, as an index of mental development is the one thing to be sought after.

Mr. Clarke:—It has been suggested that a manual teacher should not criticise oral methods. I would like to ask Dr. Bell how many weeks or months of teaching speech to deaf mutes would constitute a person capable of teaching by the oral method and a proper judge of it. It seems to me that when a man has spent a number of years in that work, when he has been trained first by the German method and then by the Bell method that he knows enough about it at least to criticise it: that he has a right to speak plainly what he thinks. Miss Yale has told you that for 23 years she has taught the pure oral method. It is 24 years since I began to teach articulation and speech reading and I do think I have a right to say what I think of it. We principals of the South stand in a different position from what you of the rich East and

growing, prosperous West do. We have a harder task than you. I think our aim is to conscientiously do the very best we can for all the deaf of our state with the smallest possible amount of money, which we have to wring by entreaties and underhand lobbying, that make us blush, from reluctant legislatures. When one of our schools has to employ a new teacher it is a question we have to think of and plan for months beforehand. I really believe we do as much work in teaching speech to our children as is possible under the circumstances. We can teach a great many of them to speak. I have speaking children that I will compare with any in the world. I have a girl, who, when traveling on the cars spoke and understood so well that people would ask me if she were really deaf. But that is an exceptional case. I firmly believe that were the manual schools entirely suppressed, were we to stop work, that in ten years the oral schools would stop too. We take the children they say are feeble-minded and cannot learn; we teach them. Any teacher can teach bright children. It is no test to teach that class. But to those who are stupid and dull signs and the manual alphabet and the combined system will always be necessary.

Mr. Larson [interpreted by Dr. Fay:] As you know I am deaf. My wife was a mute, too. She was educated under the oral method in Miss Yale's school for nine years. When she left school she made a vow to her teacher that she would never marry a deaf-mute nor mingle herself in the society of the deaf who talk with signs among themselves. My children often spoke orally and sometimes in signs in talking to their dear mother, and they talked with signs to me. My wife talked orally, manually and in writing to the people and she could read well the motion of lips and understand better most of all having thick lips than those having thin ones. She could talk with the Mexicans and Indians more easily and better than I do though they know no English. She communicated with them by signs. I consider her a better sign-maker than I because the Mexicans could understand her better than me, as she was more acquainted with them. I recently received a letter from a friend in Norway, who was educated by the oral method, stating that there were a few deaf children educated by the sign method and most by the oral one in that county, but naturally the latter (say about three-fourths) taught themselves the hand alphabet and used signs in talking among themselves after leaving school, while the remaining number being small (about one-fourth) continued oral talking among themselves after leaving school, the same

as they learned it. I am of the opinion that those mutes, who are earnest in learning to talk orally, better learn it, but those who care nothing for learning it, be better instructed by the sign method as it is a great waste of time and money expended in teaching them much to speak.

Prof. Wilkinson:—How does he know they can speak well when he cannot hear them speak?

Mr. Larson:—Three-fourths of all educated by the oral method use the alphabet and signs in talking among themselves after leaving school, while one-fourth continue to talk orally among themselves as well as with the people as they were taught to talk in their schools.

Mr. Crouter: I am inclined to think that the wife of our mute friend who has just addressed us, upon his own showing, was well taught even though she was taught in an oral school. This matter of deciding upon the mental development of oral pupils as against the mental development of sign taught pupils is a very difficult one. A friend of mine has a child nearly two years of age, just beginning to learn to speak. A few days ago I was visiting the family and I noticed with much interest the success of the members of the family in communicating with that child. I myself could not understand a single word. So too very often the speech of the orally taught deaf may not be understood by strangers, but it is understood by the members of their families, and I think the judgment of the success of oral work should be left largely to those who are most interested in that success. A few days ago I met the father of a little boy in our oral department, born deaf, and under our instruction for some time. I said to the father: "Would you like your boy transferred to the manual department to have his education there completed?" He said: "If you do that I will take him from the school and send him to an oral school." We are far more critical than outsiders; our measure of success must be left largely with the relatives and friends of the pupils. As you all know, in Philadelphia we have two departments. At Lake George the question of the transfer of eighteen or nineteen of our pupils from the oral to the manual department came up. They were transferred because of abnormal conditions in their vocal organs, not because of the lack of mental development. In many cases the pupils thus transferred from the oral to the manual department to-day stand at the head of their classes, showing that there was no lack of development under oral methods; and they take their places in the classes in the sign department, grade for grade, and

hold them without difficulty. I know it is possible to teach a certain proportion of the deaf by the oral method. As to the number that can only be determined by experiment in the class room. Miss Yale has statistics which show that since the organization of the school over which she presides, no less than ninety-five per cent of the pupils have been successfully taught by the oral method.

Mr. Connor: I would like to ask if signs were excluded in the oral instruction?

Mr. Crouter: Strictly speaking, there is not an oral school in existence to-day in which at some time or other signs are not used. To be sure they are only used to a limited extent, and particularly in the primary stages of instruction, and no intelligent oral teacher will refuse to use them. In oral schools, as well as others, there must be a means of communication between young pupils and their teachers when they first enter, and natural signs or gestures constitute that means.

Dr. Gallaudet: What is that means?

Mr. Crouter: Ask Miss Yale.

Miss Yale: Natural signs.

Dr. Gallaudet: There are some principals who refuse to communicate with them by this hated language of signs; I understand such a state of affairs exists in some institutions.

Dr. Bell: I think Dr. Gallaudet is mistaken. Moritz Hill admits natural signs in the early stages.

Dr. Gallaudet: Moritz Hill is a man after my own heart.

Dr. Bell: I think the oral teachers in America will all admit that.

Dr. Gallaudet: Will they say so? Will Miss Yale and Miss Fuller say they adopt what Moritz Hill says? If they will I shall embrace them with open arms.

Miss Fuller: I do not at this moment recollect the exact words of Moritz Hill, but we must have some means of communication until we are able to give them a more definite way.

Mr. N. F. Walker: I think those most capable of appreciating the value of signs are the teachers of articulation who have been in constant contact with the signs that have been used, and that the teachers of pure oral schools are not the ones to judge. We had a teacher with us for a number of years who came to us with that pre-

judice against signs, but finally her verdict was, "give me the sign language as a help."

Dr. Gallaudet: I would like to say that Mr. Greenberger told me some months ago that the best articulation teacher he ever had was one who came from a sign school and had been originally trained as a sign teacher.

Mr. Crouter: In the language of a distinguished statesman, "Where am I at?"

Dr. Gallaudet: In the language of another distinguished statesman I think Mr. Crouter "is not in it."

Mr. Crouter: I think the degree to which natural signs should be used in oral schools may safely be left to the teachers of those schools. With the acquisition of speech and the ability to communicate by speech they will dispense with signs; whereas in a sign school signs are continued to the end of the course. This matter of teaching speech to the deaf is a serious and important one and the more I see of it and the more I am brought in contact with it the more am I impressed with its value as a method of instruction. It certainly possesses advantages denied to the manual methods. The Oral System should be examined carefully and thoroughly. It does not do to go into an oral school and spend a few hours or a day in the classes and then make up your mind as to the merits of oral methods. It takes years, and if you will give that time to their study, I venture to say every one of you will have a very friendly opinion of oral methods of instruction. In Philadelphia the coming year forty-four per cent. of the pupils will be taught orally. Philadelphia is a conservative city and the Philadelphia school is a conservative school. We have not rushed into things blindly. The system of oral instruction has grown with us slowly year by year, and in a manner that has been dictated by experience only. What proportion finally of our pupils may be placed under oral instruction I am not able now to state. I hope to be with you four years hence and I shall be glad to tell you then what percentage of our pupils we are teaching by the oral method. I am positive it will not be smaller than the number we are now teaching. Results alone will determine the question with us.

Mr. Swiler: Before Mr. Crouter leaves the platform, I would like to ask him to state the manner of selection in his school with reference to who shall receive sign and who oral instruction. At one time he said he would leave it to the parents and at another he said let it be decided by experiment. Now if parents are to decide

whether their children shall receive oral or combined or manual instruction, I think in some cases they would decide unwisely. I am not quite clear in regard to his statement on that point.

Mr. Crouter:—It will have to be left to parents, simply because they will demand it; they are the ones who send the children.

Mr. Wilkinson:—Is the Pennsylvania Institution dictated to by the parents? Are you supposed to abandon your system because a parent demands it? Will you sacrifice the good of the child for the whim of a parent?

Mr. Crouter:—Heretofore, upon the entry of a pupil into the Institution with which I have the honor to be connected the manner of instruction to be pursued was measurably left to the parent. In the future the pupils will all be placed under oral methods when they enter the school. Should there be failure they will, after full and fair trial, be transferred to the manual department. The principal will be the arbiter in such cases.

Mr. Noyes:—Isn't it possible that those who came from the oral department were put in there because they showed more development?

Mr. Crouter:—I mentioned the fact simply to show that those pupils trained under the oral system, when transferred to the manual department, showed evidence of just as great development as pupils of the same grade and standing in the manual department.

Mr. Noyes:—The question in my mind is whether it was due to natural ability or to the system.

Mr. Ray:—I would suggest that the people do not any more interrupt the speaker until he finishes.

Mr. Crouter:—Dr. Bliss made a careful examination in both departments of our school last year, of the vocal organs of the children. In the oral department he discovered in many cases that there was serious vocal trouble, in other cases there was inferior vocal development, owing to abnormal conditions, and it was thought wise to transfer the latter to the manual department.

Mr. Ray:—I move to adjourn until 2:30 this afternoon. Carried.

MONDAY AFTERNOON.

The Chairman:—Mr. Noyes will read the order of the topics as they are to come up.

Dr. A. G. Bell read the following paper:

Condition of Articulation Teaching in America.

A short time ago I sent a Circular Letter of Inquiry relating to Articulation Teaching to the Superintendents and Principals who are members of this Conference. Replies were received from

schools for the deaf containing 7,987 pupils,—or 80 per cent. of the whole number under instruction in the United States and Canada,—and I take this opportunity of thanking you very sincerely for your assistance.

The full results of the enquiry were presented to the members of the "American Association to Promote the Teaching of Speech to the Deaf," in my presidential address delivered June 29, 1892, at the second summer meeting of the Association, held at Crosby-side Hotel, Lake George, N. Y., June 29 to July 8, 1892.

I think it only right, in acknowledgment of my indebtedness to you for much of my information, that I should render you some account of the investigation. With your permission I shall make a brief abstract of the presidential address referred to, which will give you a summary of the results obtained:—

ABSTRACT.

The total number of teachers of the deaf employed in the United States in 1890 was 641, and in 1891, 686. This is an increase of 45. When we come to analyze the details we find that this is an increase *exclusively of articulation teachers!* This is shown by the following facts. In 1890, there were 213 articulation teachers employed, whereas, in 1891, there were 260,—an increase of 47 articulation teachers. The first statistics upon this subject were collected by the *Annals* in 1886. In that year we find articulation teachers constituted 32.8 per cent. of the hearing teachers in our schools for the deaf. In 1887, they constituted 40.5 per cent. In 1888, 44 per cent; in 1889, 45.7 per cent; in 1890, 45.2 per cent; in 1891, the latest returns, 50 per cent. Indeed, they constituted one more than 50 per cent. There were 260 articulation teachers to 259 hearing teachers who were not engaged in articulation work.

In regard to the proportion of deaf pupils taught speech, the increase during the past year has been very marked. In 1890, there were 3,682 deaf children in the United States taught speech. In 1891, 4,245, an increase of 563. In 1890, 41.3 per cent. of our pupils were taught speech; in 1891, 46 per cent. I am sure that this increase is due very greatly to the stimulus of the first summer meeting of our Association.

The following tables exhibit the general statistics of Articulation Teaching in the United States from 1884 to January, 1892:

TABLE I.
STATISTICS COMPILED FROM THE AMERICAN ANNALS OF THE DEAF.

DATE	Instructors of the Deaf employed in American Schools.			Hearing Teachers.		Percentage of Hearing Teachers.	
	Total Teachers	Deaf Teachers	Hearing Teachers	Artic' la'n Teachers.	Not Articulation Teachers.	Artic' la'n Teachers.	Not Articulation Teachers.
1884	508	155	353	...	...	....	....
1885	540	156	384	...	...	....	....
1886	566	158	408	134	274	32.8	67.2
1887	577	155	422	171	251	40.5	59.5
1888	606	154	452	199	253	44.0	56.0
1889	615	160	455	208	247	45.7	54.3
1890	641	170	471	213	258	45.2	54.8
1891	686	167	519	260	259	50.0	50.0

TABLE II.

DATE	Number of pupils in American Schools for the Deaf.			Percentage of pupils in American Schools for the Deaf.	
	Total Pupils.	Taught Speech	Not Taught Speech	Taught Speech	Not Taught Speech.
1884	7,482	2,041	5,441	27.2	72.7
1885	7,801	2,618	5,183	33.5	66.4
1886	8,050	2,484	5,566	30.8	69.1
1887	7,978	2,556	5,422	32.0	67.9
1888	8,372	3,251	5,121	38.8	61.1
1889	8,575	3,412	5,163	39.7	60.2
1890	8,901	3,682	5,219	41.3	58.6
1891	9,232	4,245	4,987	46.0	54.0

Of course the statistics in the *Annals* include the whole of our pupils, old as well as young, and it has occurred to me, therefore, that they may not give us a true indication of the extent to which the California Resolution is being carried out in the country at large; and that a better indication would be obtained by statistics concerning younger pupils alone. I therefore sent out a circular letter of inquiry to the superintendents and principals of American schools for the deaf, requesting,—

(1) The total number of new pupils admitted during the school year just closed;

(2) The number of new pupils taught speech; and

(3) The number of these taught *by* speech.

The following table shows the results of the inquiry:—

TABLE III.

SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1891.

Schools for the Deaf.	No. of Pupils within the year 1891. [From the <i>Annals</i> for Jan. 1892.]			New Pupils admitted during the school year ending June 1892. [From replies to Circular Letter of A. G. Bell.]				
	Total Pupils.	Total Taught Speech.	Percent Taught Speech.	Total New Pupils.	Total Taught Speech.	Total Taught by Speech.	PERCENTAGE.	
							Taught Speech.	Taught by Speech.
Unit'd States	A 5,614	2,960	53	836	580	363	69	43
	B 1,619	759	47	266	189	...	71	...
	C 1,999	536	27	...	...	...	...	...
Total....	9,232	4,255	46	1,102	769	...	70	...
Canada.....	A 445	92	21	59	20	5	35	8
	B 309	132	43	63	41	...	65	...
	C 39	5	13	...	...	...	...	...
Total....	793	229	29	122	61	...	50	...

- A. Complete returns were received from these schools.
- B. The returns received from these schools did not state definitely the number of new pupils taught by speech. The Canadian schools marked "B" refer to the two Roman Catholic schools in Montreal. They reported 126 pupils, or 41 per cent. of the whole, as taught by speech; but do not state how many of the new pupils were so taught.
- C. These schools did not reply to the Circular Letter of Inquiry.

Replies have been received from schools containing 7,987 pupils, or 80 per cent. of the whole number under instruction in the United States and Canada. It is encouraging to note that while 46 per cent. of the whole number in our schools last year were taught articulation, 70 per cent. of the younger pupils were afforded an opportunity of learning to speak. The statistics published in the *Annals* are somewhat defective, because, while they give us the total number of pupils taught speech, they do not give us the number taught *by speech*; so that we have no statistics by which we can measure the progress of the oral method of teaching in America.

Professor Joseph C. Gordon of the National Deaf-Mute College, in some editorial remarks prefacing a volume entitled "The Education of the Deaf," about to be issued by the Volta Bureau, says: "The returns of pupils taught *by speech* are incomplete. The number reported for 1891 is 963, or 10.4 per cent. of the school population." The above table indicates that the percentage, in the case of the younger pupils, must be very much larger. Out of 836 new pupils admitted during the past school year, 363 or 43 per cent., were taught by speech.

This percentage, however, is probably excessive, because the table shows that those schools which have done the most work in articulation teaching have been the most ready to respond to inquiries relating to the subject. We cannot, therefore, assume that the percentage holds for the schools that have not replied to my circular letter.

Still, even if we assume that these 363 deaf children were all who were taught by the oral method, the percentage must be very much higher than that given by Professor Gordon. This will be obvious from the following considerations:—

The schools containing these cases had a total attendance of 3,614 pupils, of whom 836, or 15 per cent., were new pupils admitted during the past school year.

If this proportion held good for the whole country, then there must have been a total of 1,385 new pupils,—or 15 per cent. of 9,232,—admitted during the year just closed.

Now 363 of these, at least,—or 26 per cent.—we know were taught by speech. Hence, for the younger pupils, the true proportion taught by speech lies somewhere between 26 and 43 per cent. of the whole. The lowest estimate very much exceeds the figures of Professor Gordon.

[Dr. Bell also read extracts from the Twelfth Biennial Report of the American Asylum; and from the latest report of the Mississippi Institution; and referred to a paper by Mr. Davidson of the Pennsylvania Institution in which letters from deaf persons are published as proof of the assertion that orally taught pupils improve in their knowledge and use of language after leaving school.]

Dr. Gillett: I have no extended remarks to make on this subject, but would like to suggest that it is well to bear in mind with reference to all the points brought out

by Dr. Bell, especially relating to Mr. Dobyn's reports, in which it is set forth that the orally taught pupils improve after leaving school more than those not orally taught.

Dr. Bell:—That is not in Mr. Dobyns' report, but in a paper read by Mr. Davidson.

Dr. Gillett:—It is well to remember I say that a very large percentage, probably more than fifty per cent of the orally taught pupils are semi-mutes, and the fact of their improvement above those not orally taught is due quite as much to their having some vestige of hearing and having derived considerable development before they were taught by any method at all. That fact I think will hold good so far as earnings are concerned. The orally taught pupils are generally selected from among the brightest pupils, and the credit of their superior endowments and increase of earnings is due as much to the condition in which they were when they came to the school as to the method pursued in their instruction. I presume if we could get all the facts in the case we would find that four-fifths of the deaf teachers of the country are semi-mutes some of whom still have some hearing. These are very powerful factors in their success, by no means to be ignored; and while it is important that we discriminate closely with reference to the value of the two methods of instruction, let us not give to one credit quite as much due to the other.

Mr. Crouter:—I do not wish to disagree with Dr. Gillett, but I think it is due to Mr. Davidson to state that the letters which he received, and which were referred to by Dr. Bell, were in every instance received from born deaf-mutes orally taught.

Mr. Dudley:—I wish to say that I entirely disagree with Dr. Bell and Mr. Crouter on the point that the parents of our children are to determine how we are to teach them. I think when a state provides for the instruction of children, that the parents so to speak, for the time being, give up their rights over those children, and it is for the state to determine how this money shall be spent. If the state determines that the best interests of the children demand that they be taught manually, the parents have nothing to do with it, and I think this pandering to the desires of the parents, who in many cases are not competent to judge, is harmful to our schools. What we want is to turn out children well trained in minds and morals; good citizens. We are not striving for public applause. If we are worthy of public applause we shall have it. I therefore would earnestly protest against this

sentiment, which is cropping out here to-day, that parents are to determine how the children are to be taught. We know values and they do not. What they might consider a grand success we would consider a perfect failure. We are a good deal better prepared to determine that matter than they are. The question is "Are we satisfied that the state is getting the best possible value for its outlay?"

Dr. Gallaudet: I would like to say a word, and I hope Mr. Dudley will not consider that I am joining issue with him when I say that where he said the parents have nothing to say about it, I think he is going rather to the other extreme. I think the wishes of the parents should be considered as far as possible, but I desire to add my note of warning with reference to this doctrine which has been advanced by Mr. Crouter, and I believe it gives too great an authority to the wishes of the parents in determining the educational questions. We have only to remember the well known story of the parvenue father who sent his daughter to a boarding school; pretty soon she was sent home by the lady in charge, saying she could do nothing with her; that she had no capacity. The father wrote back, saying: "Just buy her one and I will pay for it." The wishes of the parents are sometimes quite as unreasonable as those of the father who was willing to purchase a capacity for his daughter. We should meet parents with the steady assurance that we will do for their children the very best that can be done, considering the capacity they possess. The same question has come up in the college at Washington. We have had pupils of whom it has been a question whether they should be allowed to go on or not. We had a case a few years ago of a young man who could not master the studies and stand the examinations required. We sent him home; his father was very much disturbed because the faculty said he could not return, and wrote to us about it. I replied that it would give us the greatest pleasure to receive him if he could pass certain examinations. He was sent back and tried again, but could not do it. The same principle applies, in my judgment, to the oral training of a deaf child. It is for those who are disinterested to determine. That lawyer has a fool for a client who is his own lawyer, is an old saying; and often those whose affections are bound up in the child are so persistent in the lines of mistaken kindness that it works to the injury of the child. When we are aware by unprejudiced examination that the child is not going to succeed under the oral method, then we should say to the parents

we will provide for that child the best he is able to receive.

Mr. Wilkinson:—This question, as to who shall decide in regard to the best method of instruction, seems to me an important one. It certainly is not the child, nor do I think it is the parent; I am convinced that a conscientious teacher is in a much more commanding position to know what is best for the individual child. But I believe the persons who are most competent to settle the vexed question of systems are the intelligent, educated deaf, and I should be quite willing to leave this whole matter to those who have finished their education, have mingled with the world, and have reached that mature judgment which is competent to form a correct opinion. Let them give the result of their observation and experience, and declare who are the most successful in life. If we should submit the subject to the arbitrament of those persons most vitally interested, I am not sure but some of our decisions in Conference and Convention would be reversed.

Mr. S. T. Walker:—I have my doubts as to the use of the answers we should receive from the deaf in settling this question. Not because I believe the deaf are not fully capable of answering that question, and not because I think they are not honest and would not answer it in an honest way, but that there would be an unintentional bias resulting in a majority of the answers received from those who were taught under the combined system favoring the combined system, and a large majority of those taught in the oral schools favoring the oral system. I would like to see the results of such an investigation, but I am a little doubtful of their value for the reason I have given. Touching upon the question of the influence of parents over the authority and judgment of the officers of a school, I wish to say a few words. If I were to listen to all the requests of the parents of my pupils I would have my hands full. For instance, I would have sent home, during the past seven years, not less than twenty pupils for the purpose of having some quack doctor investigate their ears with a view of curing them of deafness. But by answering these letters and explaining to the parents the futility of such an attempt I have been able to keep my pupils in school. I believe if we were to suggest a possibility of a cure for our pupils and ask all who would desire it to make known their wishes, we would be overrun with requests that children be entered in the class to be cured. I am also equally certain that if a certain young lady in the school who had considerable influence over the other young ladies, should write home

and get a seal skin sacque, there would be at least twenty other young ladies who would write home for the same article of adornment and comfort and many parents would endeavor to gratify the request. I think the proper persons to decide these questions of grading, classifying and manner of instruction are the officers who are engaged to control these schools. If they are not able to do so then they should not hold the positions they do. I have had great trouble in keeping pupils in the articulation class at certain seasons of the year. The pupil would write home and say they wanted to withdraw from the articulation class to prepare for certain examinations, or for some other alleged reason. The father would write back and say, "Maud wants to give up articulation, and if you are willing, I would like to have you let her change." Those persons were anxious to have their children taught to speak, but by a mere whim of the child they are just as anxious that they shall give up the effort. Is not that an argument that the requests of parents in such matters are not criteria to be followed to any great extent? I am willing to follow their wishes to a certain extent when I see that good results are liable to follow, and then only. Of course they want to get everything that is good, but it does not follow that it is right for us to place too much importance in such requests.

Mr. Gillespie:—I have listened with great interest to the remarks of my distinguished friends, Dr. Bell, and Miss Yale, and in fact to all of the others. I am in a peculiar position; I am not a manualist, nor am I an ora'list. I would like to change the name of my school and simply call it a school for the deaf, and by that means I think I will take in everything under the sun. It seems to me in our discussion here we are going off on two different lines and instead of getting nearer together we are diverging all the time. Twenty years ago I heard this same discussion on the same lines as to-day and I cannot see what you are talking about. I positively do not know. Dr. Gallaudet don't seem to understand Dr. Bell; Dr. Bell don't seem to understand Dr. Gallaudet. Now can't we, some way or another, come to an understanding of what we mean? We talk about pure oralism, and the next man talks about pure manualism. Now I venture to say the pure oral man don't know what the other man means, and I believe I do. I am in that position where I see both sides because I am using both. The fact of the case is, my school is about half and half. When a child comes to school, the first question is, what are you going to do with him? I come to the question suggested by Miss

Yale, that the common ground is the English language. If we get it by using signs—my friends the oralists use signs; they say so; they use signs in the school-room. Now what are they talking about when they say they do not use signs? One will say it is gesture, and one will say it is a sign. What is the difference? We have been discussing this afternoon a question that is like all the others. We have erected a straw man, and then thumped him all day. That is what we have been doing for twenty-five years. Isn't that true? When we understand each other we will come down and teach the deaf the English language, and we will not measure the success of an oral school by how much a pupil can talk with his lips, and we will not say that because a few of the deaf go out from the sign schools without the ability to use the English language, that that is the fault of the sign schools. We will say that it is the fault—it is not a fault at all, it is simply a condition of nature, a misfortune. My friends, the oralists, will say that it is a sample of sign work. I will leave it to this convention if I am not right. We are not getting a bit nearer the work than we were twenty-five years ago. More children are taught, of course. I think, as I expressed myself at Lake George, that our methods and ways of going at the teaching of the deaf are just in the dawn. There was a time when we didn't have the telegraph or telephone or electric light, but that was some time ago, and those things mark the progress as we go along. Now if we, as instructors of the deaf, have made no progress, can find no new ways, we are not doing our duty. Let us not go on misunderstanding one another, but let us get together and see if we do not believe about the same thing after all.

Dr. Gillett:—May I ask what is the question before the conference?

Dr. Peet:—The topic is, "The Condition of Articulation Teaching in America," and I would say it is not desirable to continue the discussion in the lines in which it has gone. I suppose this is an effort to discuss the question of the morning under the shadow of the question of the afternoon, and I think it would be much better to go forward to other matters.

Miss Fuller:—I fear that the prents will be misunderstood if I do not say a word in their behalf. The school of which I have charge was brought into existence by the wish of parents, that their children might be educated under their own care and supervision. In Massachusetts we are antiquated enough to believe that the parents constitute, at least, a part of what we call our

state of Massachusetts; and we believe too that the parents have the same right to superintend and advise and suggest whatever they think is best for their deaf children as they do for their hearing children. When, more than twenty years ago, I was privileged to come among you as a teacher, I came as a public school teacher from the common schools, and have continued to be a public school teacher, although instructing deaf children; and the one impressive thought that came to me as I sat among you and listened to the remarks and discussions was, these teachers seem to have the entire control of the education of the deaf children. Who is sufficient for these things? That impression has come back to me with great force to-day. Is it right for us to ignore the rights of the parents? If we were parents, would we be willing to put into the hands of strangers the most sacred trust that can be given to man? It seems to me that there was a misunderstanding this morning in regard to the condition of the children who come to us for education. If I may speak of my own work I will say that there are children who come to me having speech and some hearing; others who have no hearing but some speech; another group having neither hearing nor speech, having lost it at a very early age or having been born without the sense of hearing. The first and second groups are educated very much as the children in the public schools. Our school is under the public school board of Boston.

Mr. Wilkinson:—Do the mothers of the children in the Boston schools dictate or suggest to the teachers or board of education the course of study to be pursued?

Miss Fuller:—Not at all. The school was called into existence because the parents wished to keep their children at home.

Mr. Kendall—I think this conference will agree with me that in this, as in every thing else, our motto should be "the greatest good to the greatest number." In religion no denomination can claim that theirs is the only method by which to reach the goal to which we all aspire. No one branch of the army can claim the exclusive power to accomplish the end desired. The infantry cannot act independently of the cavalry nor the navy of the army. So that if we could meet upon the broad platform of the "greatest good to the greatest number" we could accomplish more in five minutes than we could by a week's discussion of this subject.

Mr. Dobyns—I arise to a question of privilege. I was not in the hall yesterday when Dr. Bell read his interest-

ing paper, which is published in full in the morning paper. I cannot allow so pleasing a reference to my report to pass unnoticed and I desire to return my thanks to the distinguished gentleman for the prominence he has seen fit to give it.

I want it distinctly understood that I am in favor of my friend's motto, The greatest good to the greatest number; and I want to say in justification of my report, that about 10 per cent. of our pupils have been taught by articulation, with great satisfaction to the teacher, the parents and myself, but only about 3 per cent. of that 10 per cent. are able to communicate satisfactorily with their friends by speech.

Mr. Swiler:—It seems to me it would be unwise to let this discussion pass without its being more generally understood that there is no superintendent or principal of a school for the deaf in the United States of America, whether he represents an oral school or a manual school, or as Mr. Gillespie says, simply a school for the deaf, who would wish to have it understood that he is to any extent disposed to ignore the wishes of the parents in regard to the form, manner or quality of the instruction their children shall receive. We do consider the wishes of the parents. We consider that they have a reason for saying "I wish my child taught to speak." This being the case I take it that no superintendent, or principal will refuse to consider that request or neglect to give that child an opportunity to show its adaptability for oral instruction, and to use its power of speech; but when, perhaps, years have passed and it becomes apparent to those familiar with the work that the child's time is being used without getting the best results, then those who are arranging and carrying out this course of instruction must, through the authority vested in them by the board of trustees, or by the authority that comes to them by virtue of their positions, do what they know to be for the best interests of that child. I take it that we do consider the wishes of the parents, and only when it becomes apparent that they are at fault do we assert our authority. Referring to Mr. Gillespie's remarks, we are very glad to measure the attainments of pupils and think they should be measured by their ability to use the English language. And furthermore we are in duty bound and cannot avoid measuring the work of the oral schools by the quality of their oral attainments, because the oral schools claim to impart instruction that restores the pupil to society. If they claim to impart instruction which brings about intelligible speech we cannot do otherwise than measure their success by the

attainments of their mature scholars and by the extent to which they come into verbal communication with the rest of mankind. Shortly before leaving home I received a copy of a marked paper from Mr. Davidson. He comes out in this paper as though he had made a great discovery, saying, "pupils taught by the oral method improve after leaving the school." Of course our oral pupils improve in speech after leaving school, and we suppose that all successful oral pupils do so. I am surprised that these oral teachers do not feel that Mr. Davidson has rather thrown an insult in their faces by supposing that fact was not known.

Dr. Bell—In reply to Principal Clark, I may say that Mr. Davidson has a large acquaintance among the pupils taught by the combined system, and his wife, who was a pupil of an oral school, has a large acquaintance among the orally taught deaf, so that he has numerous letters from both classes. He makes the assertion that the orally taught deaf improve in their knowledge and use of written language after leaving school, but that the manually taught do not. He could not get permission to publish the letters received from manually taught persons upon which he based his assertions, and so I did not allude to his results concerning the manually taught deaf. I do not know anything about the subject myself; I simply give this explanation for what it is worth.

Mr. Crouter—I think it is due to Mr. Davidson to state that the letters which he received, and which were referred to by Dr. Bell, were in every instance received from born deaf mutes orally taught.

Dr. Gillet—I offer the following resolution:

"Resolved, that the business committee be and are hereby instructed to recommend to the conference the time allotted to each paper and that those taking part in the discussions be limited to five minutes each, unless extended by vote of the conference."

Adopted.

Mr. Noyes—The next business is the presentation, by Dr. Gallaudet, of "A Message from the Home of Heinicke."

Dr. Gallaudet—Before presenting the "message," I would like to read a few paragraphs from a letter recently received from a very eminent oral teacher in England. He writes me in answer to a letter I had written him:

"We differ in some of our views on deaf-mute education but our ends are the same and we can strive together for their attainment in the manner that best recommends itself to heart and reason.

"I have been thirty-five years a teacher of deaf-mutes and only regret that I cannot devote as many more to their interests. The conclusions to which I came as to the best adapted methods were the result of much thought and experience. Had I not seen

their efficiency in my own pupils I should have abandoned them. And I have still admitted the possibility of finding after all that either the sign or some other method might prove superior. Our work is more tentative than final, and real progress may reveal much more than we anticipate."

These are the expressions of Rev. Thomas Arnold known to you all as one of the most eminent oral teachers in England; one who, I may say, has been a promoter of the pure oral method for many years. My "Message from the Home of Heinicke" comes through my old friend, Dr. Felix Flugel, of standing alike in the literary and scientific world. He has been the representative for many years of the Smithsonian Institution in Germany; he is the author of the great English-German Dictionary. He is a man 70 years of age; has lived all his life in Leipsic. Addressing a letter to him some months ago I stated the points about which I would like to have information, and asked him to secure it. What I give you now is what he has sent to me:

"The speech delivered by Mr. Buchheim on the 10th of January, 1892, was given without the aid of the oral method. Mr. Buchheim is a skilled mechanic, engaged by a mathematical instrument maker of old standing:

"In answer to your questions I can say: there is an association of adult deaf mutes in Leipsic called *Allgemeiner Taubstummen-Verein zu Leipzig*, for the mutual support of its members; they occasionally meet for social purposes, or for intellectual improvement. There is another association of less educated deaf mutes for social amusement. They use the sign and the oral method, and also both combined. The oral method is by teachers as well as by pupils, considered to be a very difficult task, but both parties are convinced of its necessity. Notwithstanding, all the more educated deaf mutes consider that the time consumed in teaching and learning oral speech is in a great measure lost for more useful knowledge."

I have in my hand a cutting from the *Leipsic Journal*, which gives in German the report of this speech of Buchheim's, at a meeting held by the educated deaf-mutes of Leipsic last January to decide what position they should take with reference to the controversy now going on between the teachers of the deaf in Germany.

A meeting was held in Leipsic January 10, 1892, of a large majority of the deaf of that city, to decide what position they should take in reference to the controversy in regard to methods now going on between the German teachers of the deaf.

Herr Buchheim, president of the local Society of Deaf Mutes, had been invited to be the chief speaker of the evening.

Buchheim opened by alluding to the controversy between those who sustain the so-called "German method," that in which a certain use of the sign language is coupled with articulation, and those who seek to crowd out all gestures from instruction - this practice going under the name of the "pure German method."

Buchheim protests strongly against this last method, and

commends most warmly the views of Heidsiek of Breslau, as set forth in his "*Ein Northschrei der Taubstummen.*"

"Heidsiek," he says, "has penetrated deeply into the mental and physical constitution of the deaf mute, and brings weighty proofs to show that the sign language is an in-born gift of nature to the deaf."

Buchheim declares that the number of really expert lip-readers among the deaf is very small.

"The oral teaching of the deaf has grown for more than a century," he says, "and it is high time that the supporters of it should show the deaf to be capable of entering into oral communication with speaking humanity. But no results worth mentioning have followed the practice of this method, which is so evidently not in accord with nature."

"Only here and there have the German teachers of the deaf asked themselves the question whether articulation instruction was suited to the nature of those without hearing, and whether it is admissible to abolish the use of the sign language in the schools; but with the help of a confusing logic they always reach the surprising conclusion that articulation is to the deaf the most natural thing in the world."

"The great Pedagogue, Deisterweg, considers the aim of the pure German method as utopian. He declares the 'drilling-in' of articulation to be a horrible torture."

"A layman can form but a faint idea of the drill to which, in these days, in the pure German schools, the speech organs of the deaf are subjected. By the means of Draconic methods it is sought to force upon the deaf a means of expression opposed to his nature, and in doing this, the fact is wholly ignored that in consequence of the continued *operations*, the deaf mute slowly dies in body and soul, and that the unfortunate subjects of experiment leave the schools intellectual cripples. The precious school years are taken up with articulation and speech gymnastics, and the unfortunate victims enter upon their life work with intellectual attainments more meagre than those of a school boy of eight or nine years of age"—*Volkschuler*.

After speaking of the imperfect and often unintelligible utterance of many German deaf mutes, the necessity of their frequently resorting to writing when communicating with the hearing, and the fact that such writing often develops great lack of command of language, Buchheim says:

"French deaf mutes, who have been instructed in accordance with the so-called French method, which makes great use of gestures, are in many respects in advance of the Germans." "In view of the negative results of the pure German method, an energetic 'so far, and no further,' is called for."

Buchheim criticizes the manner in which teachers of the deaf are trained for their work and says: "That while they may be sufficiently advanced in French, English, and a knowledge of the mechanism of the vocal organs, they ought to be much more acquainted than they are with the natural language of the deaf." He urges "that for the purpose of communicating in matters concerning the emotional, intellectual, and spiritual life of the deaf, a teacher should understand the language of signs," and strongly advises the employment of a certain number of deaf mutes as teachers.

"The Prussian government," he says, "once expressed itself on this point, declaring that such persons would know best what was of first importance in the instruction of the deaf."

Buchheim refers to the petition of the eight hundred deaf mutes to the German Emperor, as having started a movement which he was a party to, and which he believes will be ultimately crowned with success.

"We deaf mutes," he says, "need not be disturbed by the utterance of the Director of the Berlin school, 'The deaf are not able to judge of the extraordinary practical value of articulation, and on that account ought not to interfere in the methods of deaf mute instruction.' But after all are we not the best judges of the real value of the German methods?"

"I have already said that signs are a gift of nature to the deaf. I must most earnestly declare the pure German method to be 'nonsense;' it injures our most precious possession, the eyes.

"In the war of methods we take this stand: Blessed be signs; they are natural; away with the pure German method, it is against nature."

Other speakers followed, all warmly sustaining the views of Herr Buchheim.

It was voted to send a congratulatory telegram to Herr Heidsiek, and the meeting adjourned with a *hoch* for Heidsiek.

I received this morning, from the department of education at Washington, a letter in reply to inquires I had sent since preparing this translation, making inquiry about what Diesterweg had said, and I caused an examination to be made into the writings of Diesterweg as far as they had them there. And the letter tells me they found in his writings an approval of the methods of Heinicke, which made use of the sign language in the instruction of the deaf, and his criticisms are directed against the practice of those teachers in Germany who would abolish signs altogether. I say this because I have taken some pains to get at the absolute truth. Buchheim's argument is not against teaching the deaf to speak, but it is against that method which would abolish signs altogether. Other speakers at the same meeting sustained the opinions of Buchheim.

Mr. President and members of the Conference, I beg that you will allow me to say I present this message in no spirit of controversy. I think, however, you will agree that this gives us subject for serious reflection. It comes from a man of mature years who was educated at the deaf-mute institution at Leipsic. The views which I have read to you are not only his views, but they are held by many other deaf-mutes in Leipsic. When it is claimed, as it is by many in this country, that the sign language is being done away with, I think it is well for us to take serious account of the fact that in Germany men like Buchheim are raising their voices against the pure oral method. With reference to the remarks of my friend Mr. Gillespie, I felt when he was on his feet that I would like to jump to mine and say "May it please the

court, the prisoner at the bar would like to say a few words." But I will simply say now that I have in my trunk another paper for the Conference, which I may not, however, present. It is entitled "A Model School for the Deaf," and it comes down finally to the point Mr. Gillespie brought out when he stated what he would like to include under the title, "A School for the Deaf." I will not do as a store-keeper in Maryland did who had signs out reading "Fresh eggs 25 cents a doz.; good eggs 20 cents a doz.; eggs 15 cents a doz." I think I would grade the other way. We have our pure oral, our manual, and our combined schools for the deaf; now Mr. Gillespie wants our "School for the Deaf." I want the members of this Conference to take note of what he wishes to include, for it is precisely what I want. He would have all the good things going in that school, and he wants them to stay there. That is what I have been striving for all my life and what I hope to live to see; that there shall be in this country no such names used as oral or manual or combined or anything else, but every school shall be a school for the deaf and have everything good and keep it all there. Then watch for The Model School for the Deaf, which does not exist in any one place to-day.

Dr. Peet:—The next paper will be "The Presentation of Language to the Deaf," by Superintendent J. A. Gillespie, of Nebraska.

Mr. Gillespie:—Members of the Conference: The paper which I have to present is not manual, it is not pure oral, it is not combined, or else it is combined, I don't know which; but it is on the basis upon which we can all stand—language:

The Presentation of Language.

The absorbing question of to-day, in our profession, is how to teach the English language. Every one of us recognizes the difficulty and all are trying to find the best way.

We are accustomed to say, or to hear it said, that the English language is foreign to the deaf child, that his natural or native language is pantomime or sign language: the same would be true of any other tongue. Whether it be foreign or natural does not enter into the consideration in this paper.

In the discussions of the *how* to teach, both in our profession and outside of it, the tendency is to overlook the more vital consideration of *what* to teach. All the aids and ways we employ have in view this one object: teaching the English language.

The design of this paper is to describe a method of presenting language which in its simplicity and naturalness seems excellent, and is superior to many of the plans in vogue.

In this plan, two self-evident truths must be considered : that a deaf child has no language, and as a corollary he can not give what he does not possess.

It is based upon these two propositions. First—that the pupil receives his language from his teacher, and second,—that he can take in his knowledge in the form of complete thoughts as well as in simple ideas.

Grammarians tell us that a word is the sign of an idea, that a sentence is a combination of words expressing a complete thought. It must be remembered that the difficulties of the deaf are not in the mastery of ideas but in the arranging of them in the forms which express complete thoughts.

They are, proverbially, accurate spellers. It is always a cause of comment by public school teachers, in visiting a school for the deaf, that their spelling is correct; and it is a source of wonderment in their minds how and why this is so, while they have so much difficulty at this point.

The explanation is easy; they are taught correct spelling; they have the correct forms in their minds, they have learned the words by sight. If the orthography be faulty, they do not recognize the word; it is a new one, expressing another idea, if it expresses anything to them.

Hearing children bring to their aid a knowledge of sound, and through this avenue get the meaning; not so with the deaf ones.

The teacher has given this accurate knowledge of orthography; the children have learned this vocabulary accurately, a word at a time. This holds in all our methods as regards ideas, but it does not obtain when we explore the wider realm of complete thoughts.

Every teacher knows the utter blankness of the deaf child's mind as he enters school. He knows all the difficulties to be met and mastered; ideas are to be presented and the names written and learned and so on. Thus far in the work the plans followed are good; but right here come in the multitudinous questions of how now to proceed.

Each teacher has his own method of procedure. In the near future the child has accumulated a large stock of ideas, and their proper signs; and the trouble begins.

When new subject matter is presented, whether it be by pantomime, by signs, by actions, by the use of objects, by speech, or by any other means, the pupil is expected to translate into the English language that which has been given to him as above.

At this point is a stumbling block to many teachers. They expect from the pupil something which he does not possess, that which he has never had, in short, a translation into English.

No instructor has a right to demand this of a pupil, nevertheless the pupil is called upon to do the work and of course he will do the best he can. He has all the ideas necessary to express the thought, but he does not know how to put them together in the forms which our language requires. It must be remembered that the thought is not in the words but in the arrangement of them. This pupil, who began his work with a mind as free from all knowledge of language, of "mutisms," and all other peculiarities, as a sheet of white paper, begins to fumble around among the disjointed ideas, the signs for which he has learned correctly, to find enough words to express the thoughts which have been presented. He does his best; but of course these ideas will be written in a promiscuous and un-English order, and chaos prevails. Then begins the work of transposing

words, of fixing up this faulty work, until both teacher and pupil despair of ever getting good language.

The English is fixed. Our articulation friends attribute this sad state of affairs to the sign language, and the generally mistaken sign or manual methods. Then our sign friends point to the efforts of the poor Indian, or the foreigner, to acquire our idioms and say "not so, for they have hearing, and signs are not used." A Chinaman recently had the following notice inserted in a Santa Barbara, California, paper - and he was not accustomed to the sign-language:

"I have a tame cat is lost on the 23th of april it is about nine pounds his breast all are white the hands and legs both are white but his behind leg outside part have a Gray Color and his back are all gray but the back have a white blue spot on it his muzzle is red and his head is light black his nake have a iron ring on it and with six chinese money to tie it tight on the iron ring in his nake if any people know where he was bring back to me I will prefer to give him two dollars for reward."

We are looking for the reason why we meet with such almost insurmountable difficulties in teaching the idiomatic use of our language to a people who have no language.

To the mind of the writer the weak point in our system is this: We demand of our pupils that which they do not have. We expect of them in the form of translations, expressions for complete thoughts which they have never seen, which they have never been taught.

This brings us to our first proposition--that the pupil should receive his language from his teacher.

What is language? It is a medium through which we look, to see the thought behind. It is a window. As I sit at my window I look out. I see the trees, the flowers, the birds. I do not see the glass, it is simply the medium through which I look. Our pupils are prone to look at the words of a sentence and try to find out what they individually mean. They are looking at the glass, not at the trees, and flowers, and birds.

To remedy this weakness, to teach them to think things, and not words, to think in complete thoughts, and not in their parts, is the desideratum.

When we see a horse, we think of him as a horse, not as an animal with four legs, a mouth, a nose, eyes, ears, and tail. When we see a city in the distance, we see it as a whole; as we approach it we see its steeples, houses and streets. Even so in presenting language to these people who have no language, it should be presented to them as it is to us, in its completeness.

This is the plan: The teacher gives the subject matter, whether it be primary work or advanced, whether it be the simplest language or the most complex, by pantomime, or by the sign language, or by the use of objects, or by actions, or by speech, or by any other means so that his pupils may have an accurate, definite understanding of what was said. Then the teacher writes on the blackboard. He states in pure, smooth, idiomatic English what the pupils have already seen, what they know. He makes it a point to use the best expression of which he is capable, with strict regard for all the rules which pertain to correct writing.

As he writes, the pupils follow with their eyes fixed upon the expressions before them, with their attention riveted and intense, with their power of memory exercised to its limit, for they know that this is but a panoramic view passing before them, of that which they have just witnessed, by whatever means it may have

been presented. They are not allowed to ask any questions as regards new words, or new expressions.

The thoughts have already been presented; this now is the expression. After a moment's look the work is erased. The pupils reproduce it. They have taken it in as a whole. They have English language, smooth, accurate, idiomatic. This plan presupposes that the pupils did not have the expressions desired, it has not required of them that which they did not have; the teacher has given them the correct forms and they have taken them in their completeness, and appropriated them to their use. The new expressions belong to them. The true principles have been kept in view. Ideas have been presented and their names written. Necessity for certain expressions has been created, and their forms provided. By this means the closest attention of the class is secured, the most rapid thought developed, and memory exercised.

No method of presenting language that we have ever seen is so intense, or develops every faculty of the mind to so great an extent. Since this plan has been in operation in the Nebraska School we have had the smoothest idiomatic language, the best monthly letters in the history of the school.

The demand of Helen Keller upon her teacher for thought, complete thought and not individual words, is directly on this line.

The teacher can accomplish so much more, can increase the amount of language given, over any other way with which we are familiar.

Some may say that this destroys originality—that it is simply memory work. To a certain extent this is true; but it must not be forgotten that we are dealing with people who have no language with which to be original, and that it is memory, not of words, but of thoughts presented.

In the construction of a house, the carpenter has his framing done before he builds. When the time to erect the structure comes, he knows where to find the frames which fit. He will put door-frames in door-ways, and window-frames in window openings. He may break or mar some of them; if so he must make new ones. This is true of this method of teaching. The pupil may mar, and disfigure, and forget his forms, and probably will; if so, he must draw upon his source of supply for others ready made, and not be obliged to look up the lumber, hammer, saw and nails, to make them.

By this means the pupil need not grope about in the dark among his many ideas to find the forms he wants. They are in the mind ready made, and when the necessity for their use comes up he knows where to find them.

Dr. Peet:—Germane to this subject is a paper by Dr. Bell.

Mr. S. T. Walker:—Are we to have discussion following each paper?

Dr. Bell:—I did not expect that paper to be called for to-day.

Mr. S. T. Walker:—I move that we take up the discussion of that paper now.

Carried.

Mr. Gillespie:—Before any body else has a chance to say anything I would like to make a few remarks. I wish to state that this paper was written some time ago, in June, and sent to Dr. Fay for publication in the *Annals*, but was not published being too late for the June number. In the July number of the *Review of Reviews* there is an article by Stead on the subject of language. I find very much the same idea brought out in his paper representing Frenchmen trying to learn the German language.

Dr. Bell:—That is followed up in the August number by a paper by Prof. Blackie.

Mr. Tate:—A little experience is a valuable teacher, but a good deal of experience is more valuable. I suppose none of us live long enough to learn all we are capable of learning. I will state what has been the experience in our school in the study of language. We follow what we call strictly natural methods, and that means just such methods as a speaking and hearing child learns language under. We have tried in the last year having all communications translated to us through the manual alphabet and we answer in the same way. We carry that so far that when boys and girls come to me with a request I require them to spell it out in good idiomatic English, and if they cannot I tell them to get some one to teach them who can. Not long ago one of our pupils came to me with a toothache and wanted it attended to immediately. He spelled to me a mixed sentence. I said, you cannot have it done until you spell a correct sentence. He went off, but soon came back with a correct sentence. To sign is much easier than to spell; but we have practiced it and I can notice a move in the right direction in the whole school. Children in four months after coming to school can spell "May I go to town," and it is surprising too the number of idioms in that one request. At the table also we require them to spell the names of everything they wish.

In the trades we require them to do the same, and our foremen are able to spell back in answer. In the more advanced grades we follow more the manual method; we do not use any signs unless it is impossible to explain ourselves without; and one gratifying result of this is that those children, before the year's work was done, would come and spell their requests in preference to signing. It was definite and signs are ambiguous. There is one general idea that we have attempted to follow in our school which has proved successful, and that

is translating the sign language in English. We require our pupils of each grade, two or three times a week to give the leading thought of what may have been said in the chapel exercises. On Sunday afternoon we put our whole school through just such discipline as that. A lecture is delivered to them and all the advanced classes are required to reproduce it as a composition Monday morning; and before the year was closed many of our children would write fifteen or twenty pages of correct interpretation of what had been said to them in signs. I take that as a crucial test, when a child can convert the sign language into English. We teach with a view to reproduction; we keep that thought constantly before our pupils of all grades. Language is the central object of our teaching. One other advantage gained by these afternoon lectures is the habit of concentration. One secret of acquiring information is a consciousness that it will have to be reproduced. This enables us also to classify our information and information classified constitutes education.

Mr. S. T. Walker:—A wise man once said that there is nothing new under the sun, and there is another proverb to the effect that great minds run in the same channel. I presume that accounts for my having, eighteen years ago, when I first started out teaching, adopted the same plan concerning which another brother, Gillespie, has read a very creditable and interesting paper; and that plan has probably been pursued more or less in our schools in the United States. This matter of the teaching of language is one that has been talked over in all our conventions. But it can not be talked about too much, in my opinion. We had a very interesting discussion on this same subject of language teaching four years ago in Jackson, Mississippi, which I believe was led by Prof. Bell, and in which he thought that reading was a very important factor in teaching language to the deaf; in other words presenting to the eye in printed form a vast amount of language. I think that is an excellent plan, and I have selected for my classes simple language from primary readers well illustrated, and the thought is thus communicated through simple printed form at once to the mind of the pupil. The idea is to have the eye receive the language in a similar manner and approximately as much as falls upon the ear of the normal child, and to have the language so simple as to be able to be received as rapidly. I have thought of a plan, which I have not yet carried out for lack of time and money, of having printed in large type four to six inches

long, on heavy paper or canvas, mounted on rollers to be operated mechanically causing the paper to pass before the eye continuously from right to left, carefully prepared sentences such as are used in every-day life. Have the mechanical appliance arranged in front of the whole class and let it occupy space in length from one side of the room to the other, and so arranged that when it is started it shall be a continuous string of language passing before the class all day long, presenting something new continuously. One set of rolls can be used until it is discovered that most of the language contained on it is understood by the class, and then it can be changed for another set. That is an outline of the idea I have of presenting language in an interesting manner to a class of deaf children. It is supposed that the roll will be constantly revolving and the children's eyes when wandering around the room will see something of value. It is not a system of study, not a course of study, but merely a plan to place something before the child's eye with which he can occupy his dull moments and at the same time be improving unconsciously his knowledge of language.

Mr. Wyckoff:—It seems to me that there is one very great danger in the use and teaching of language that we do not sufficiently bear in mind. I have found frequently that children had the habit of memorizing words and carrying the forms of language along with them when the words meant nothing at all to them. I remember an instance of a girl in one of my classes who was good at memorizing words but did not seem to have a very great command of language. I gave her a volume of fables in the French language asking her to study a certain page and write it out. The next morning she brought up that fable written out perfectly and it was all in French, but she knew no more of it than if it had been in Greek; and I found a great many of our children got into the habit of memorizing words, remembering merely the forms without trying to comprehend what they meant. If we would bear in mind that language is the expression of ideas and never allow a child to say anything unless there is an idea behind it, never allow them to commit anything to memory unless the idea is previously understood, it would be better. Would it not be best at first to furnish expression for the ideas the child already has, because the idea comes first and the language follows afterwards? If the child gets a great stock of words imperfectly comprehended he is certain to misuse them. If, however, he comprehends the use of a

word, it is of value to him always. Be content to allow the children to use the simplest language, but be sure that what they do have they are sure of. I hardly think I am an unprejudiced judge of how well we are succeeding by following this plan, but as far as my judgment goes I think in our primary work we have succeeded in avoiding a great many difficulties that are often encountered, and it is because we train our pupils to ordinary expressions of ideas and do not try to strain after elevations they are not capable of comprehending.

Rev. Job Turner:—Mr. Tate gave me a suggestion. Many years ago, while I was under the instruction of Laurent Clerc at Hartford, Conn., he told me an interesting account of an uneducated artist who could find no difficulty in making his wants known to those with whom he came into contact, as if he were well educated. He lived in France about one hundred years ago, and was well acquainted with Mr. Clerc. Despite his deafness, he took it into his head that he could make his wants easily understood by means of his valuable invention. To carry his invention into effect, he bought a book large enough for his coat-pocket, and being a first-rate artist, he painted as many pictures, true to life, as there were pages in the book, by means of which he could convey his ideas to others. For instance, he painted a picture of a man having his tooth extracted, and then asked Mr. Clerc to write under it a sentence, "I want my tooth extracted," which he did, that if he (the artist) should happen to have the toothache, he would refer to the same sentence, at once copy it on a piece of paper and then show it to a doctor or his dentist to make him understand what he wanted. He drew the other pictures for the same purpose. He did well by showing his feelings to others through his pictures, though he had never gone to any deaf-mute school in his life. He once painted, on one of those pages, a picture of a man falling in love with a lady, after which when he had seen and fallen in love with a pretty lady, he took out his book, copied the sentence, "*I have fallen in love with you,*" put the book into his pocket and then showed the copy to the lady as if he had written it himself.

Dr. Bell: Mr. Wyckoff has very truly said that our pupils have many ideas but very few expressions. Should it not then be our duty to give them expressions, rather than ideas? Mr. Gillespie has pointed out the fact, which I believe to be perfectly true, that the complete expression of an idea is a sentence and not a word. It is true that a sentence is composed of words, but the

idea is expressed not simply by the words themselves but by their arrangement relatively to one another. The mode of arrangement is even more important than the words in the expression of thought: we might learn the whole of Webster's Unabridged Dictionary by heart and yet be unable to use the English language. Mr. Gillespie commences by giving the child ideas and then giving the expression of these ideas in complete sentences; but in the case of Helen Keller, to which he refers, the very reverse was the plan adopted—it was the complete expression that was given first. Books in raised letters were presented to her sense of touch long before she could possibly understand their meaning. Her case shows that a child like Helen may acquire a memory of language without comprehending the ideas; and retain that recollection for years until the comprehension of its meaning has come, and then use the language as her own. I think therefore that Mr. Gillespie should consider carefully whether he may not be putting the cart before the horse. Should not the child receive the language first, and get the idea from the language rather than the converse? I offer this only as a suggestion.

Dr. Gillett:—We want the report of the business committee on order of business for to-morrow.

Mr. Noyes reads the order of the day for to-morrow.

Dr. Peet:—I would like to inquire of Mr. Noyes where we will place the unfinished business of to-day. Would that have preference over the other business?

Mr. Noyes:—I think it may come in the latter part of the forenoon. The committee will find a place for it.

Dr. Gillett: I move the adoption of the report of the business committee.

Adopted.

Mr. Crouter:—I move we adjourn until 9 o'clock to-morrow.

Carried.

—o—

TUESDAY MORNING.

The Conference was called to order by President Peet. Mr. Noyes read the order of the day. Prayer by Mr. Wyckoff.

Dr. Gillett: I suggest that the members of the business committee go out to summon the members of this conference into court.

The committee goes.

Mr. Noyes:—I would recommend that a letter just received from Mr. Emery of Chicago be read while we are waiting for the members to come.

Miss Fuller, (reads the letter:)

Dr. Gillett: It is unnecessary for me to speak at length at this time. My desire is to explain how it is that Prof. Lyon is with us this morning. He is not here at his own instance, although he is deeply interested in the work to which we have all committed our lives. He had an engagement at this time to appear before a society for the promotion of science in New York, but at the earnest solicitation of some of the members of the committee, consented to waive that engagement and come here and place before the members of this Conference his phonetic manual, which he has been laboring upon for several years, and which has been found a very powerful aid in the Western New York Institution. The manual as I understand it is based upon Prof. Bell's system of visible speech. Prof. Lyon spent two weeks at the Illinois Institution imparting to our teachers a knowledge of this manual. I was very much surprised to observe with what readiness the deaf themselves took this up, and that what they were saying with their hands, they were at the same time repeating with their vocal organs. I think this is sufficient to set before the members of this Conference an explanation of the appearance of Prof. Lyon here. He has come at great inconvenience and no little expense in order that he may help us in this most difficult of all human undertakings; for there is nothing more difficult undertaken by the mind of man than to acquire speech without hearing or to impart speech to those who have not hearing. Prof. Lyon's heart is with the deaf and dumb; he is here to help us if he can, and I take pleasure in introducing to the audience, Prof. Edmund Lyon.

Prof. Lyon: Mr. President and Members of the Conference, and friends of the deaf: When I was first invited to appear before this body it seemed like an utter impossibility for me to accept; but afterwards I received the grateful assurance that my coming might advance the cause in which we are so deeply interested, and I was influenced to cancel all conflicting engagements in order that I might be present at your deliberations.

The Phonetic Manual which we are to consider is founded on the principles laid down in Prof. A. Melville Bell's system of Visible Speech, and, being substantially co-extensive with that system, is capable of almost universal application in the representation of speech-sounds.

Circular of Information No. 2, recently published by the American Association to Promote the Teaching of Speech to the Deaf, is devoted to the exposition of the Manual and its underlying principles, and in that publication one hundred and twenty-five positions are shown and explained. In the present discussion, however, there will be an exhaustive consideration neither of the Manual positions nor of the laws and principles which govern and unify the system. Attention will be especially directed only to the forty-five manual positions which constitute the Code of English Sounds shown in the illustration, and to such features or principles as may facilitate the intelligent mastery of that Code. Numerals, wherever used, refer to the manual positions shown in this Code of English sounds.

The speech sounds which these manual representations embrace, are grouped under the three-fold classifications of consonants, vowels, and glides or vanishes. In the representation of these sounds the positions are divided into posterior and anterior, according to the location of the part of the vocal organs which are principally concerned in moulding them. One position of the palm is invariably employed to represent posterior positions (see positions 15-21, 24-26, 29, 30, 34-37, 40, 41, 43, and 44), and another position of the palm is invariably employed to represent anterior positions (see 1-14, 22, 23, 27, 28, 31-33, 38, 39, 42, and 45); or, to speak specifically, whenever the palm is held laterally at an angle to the forearm some posterior position is indicated, and whenever the palm is held upright and in line with the forearm some anterior position is indicated.

The second and terminal phalanges of the thumb also have a constant value and meaning throughout the Manual. The manner in which the breath is used, is disclosed by the position of the second phalanx. When it is carried out beyond the index-finger of the hand and is out of contact (see 5, 12, and 19,) it represents the breath as passing into the nose or Nasality. When the breath phalanx occupies some other position (which is the case with all of the Code positions excepting the three last cited), it represents the breath as passing into the mouth. The terminal phalanx of the thumb always relates to voice. Whenever the breath is accompanied with voice this upper or terminal phalanx of the thumb is brought in line with the second or breath phalanx, and is then termed accented; and whenever the breath is unaccompanied with voice the terminal phalanx is bent at right angles with the second phalanx, and is then termed unaccented. (Compare 2, 4, and 7, with 1, 3, and 6, respec-

tively.) Hence the positions which represent non-vocal consonants have the terminal phalanx bent (see 1, 3, 6, 8, 10, 13, 15, 17, 20, 22, 24, 26, and 27,) while all the other positions in the Code have the terminal phalanx in line with the second phalanx or accented. These general features should be carefully regarded, as they constitute fundamental distinctions.

CONSONANTS.

Consonants are represented by positions 1-28 inclusive.

Non-vocal consonant positions, as already stated, have the terminal phalanx of the thumb bent at right angles to the second phalanx.

Vocalized consonant positions have the voice phalanx of the thumb in line with the breath phalanx; this constitutes the only difference between the vocalized and the analogous non-vocal consonant positions. This will be more clearly understood by comparing 1 with 2, 3 with 4, 6 with 7, 8 with 9, 10 with 11, 13 with 14, 15 with 16, 17 with 18, 20 with 21, 22 with 23, 24 with 25, and 27 with 28.

The throat, the back, and the top consonant positions, being posterior, have the palm held laterally at an angle with the arm.

The point and the lip consonant positions, being anterior, have the palm upright and in line with the arm.

The throat, the back, and the lip consonant positions have the lower phalanges in the plane of the palm (see 26; 17, 18, 19, and 1-7.)

The top and the point consonant positions have the lower phalanges of the fingers at right angles to the plane of the palm (see 15, 16, 20, 21, 24, 25; 8-14, 22, 23, 27 and 28.)

The first and second fingers describe the aperture at the point indicated by the general position of the hand. The third and fourth fingers indicate whether or not the consonant is Mixed. Hence:—

Primary consonant positions have the first finger straightened.

Mixed consonant positions have the second, third and fourth fingers straightened.

Divided consonant positions have the first and second fingers straightened.

Mixed-divided consonant positions have all the fingers straightened and in contact with one another.

Shut consonant positions do not have any of the fingers straightened.

Nasal consonant positions have the thumb in the position which indicates Nasality. None of the fingers are straightened.

The following table gives the names and values of all the consonant positions shown in the Code:

TABLE OF ENGLISH CONSONANTS.

Non-Vocal.

	Primary.	Mixed.	Divided.	Mixed di- vided.	Shut.	Nasal.
Throat.	26 aspirate <i>h</i>					
Back.					17 k in <i>like</i>	
Top.	20 h in <i>hue</i>	15 sh in <i>wish</i>			24 See Key- words.	
Point	27 r in <i>tree</i>	8 s in <i>sit</i>	13 l in <i>play</i>	22 th in <i>thin</i>	10. t in <i>it</i>	
Lip.		1 wh in <i>what</i>	6 f in <i>leaf</i>		3 p in <i>hip</i>	

Vocalized.

	Primary.	Mixed.	Divided.	Mixed di- vided.	Shut.	Nasal.
Throat.						
Back.					18 g in <i>go</i>	19 ng in <i>sing</i>
Top.	21 y in <i>yet</i>	16 (zh) z in <i>azure</i>			25 See Key- words.	
Point.	28 r in <i>dray</i> <i>ray</i>	9 z in <i>hazel</i>	14 l in <i>blow</i> <i>low</i>	23 thin <i>that</i>	11 d in <i>did</i>	12 n in <i>can</i>
Lip.		2 w in <i>was</i>	7 v in <i>live</i>		4 b in <i>rib</i>	5 m in <i>come</i>

VOWELS.

Vowels are represented by positions 29-41 inclusive.

In Primary vowel positions the accented voice phalanx of the thumb and the terminal phalanx of a finger overlap. None of the fingers are straightened (see 31-33, and 35.)

Wide vowel positions differ from analogous Primary vowel positions by having straightened fingers. (Compare 38 with 31, 39 with 33, and 41 with 35.) The Wide vowel represented by 36 has no analogous Primary in English.

Round vowels differ visibly from normal aperture vowels by having a contraction of the labial aperture. This is shown by bringing the terminal phalanges of the thumb and finger together so as to form an outline which is approximately round (see 29, 30, and 34.)

Wide Round vowel positions differ from analogous Round vowel positions by having straightened fingers. (Compare 37 with 30, and 40 with 34.)

Back vowels have the palm in the posterior position (See 29, 30, 34, 35, 36, 37, 40, and 41.)

Front vowels have the palm in the anterior position (See 31-33, 38, and 39.)

When the voice phalanx of the thumb and the terminal phalanx of the finger overlap as in the case of the Primary and the Wide vowels, the back and the front vowel positions are further distinguished by having the terminal phalanx of the finger in contact with the back of the thumb's voice phalanx, in back positions; and in front of it, in front positions; (Compare 35 with 32, and 36 with 39.)

The terms high, mid and low refer to the elevation of the tongue at the place indicated by the general position of the hand.

High vowels have the thumb in contact with the third finger, (see 30, 37, 31 and 38.)

Mid vowels have the thumb in contact with the middle finger, (see 29, 32, 35 and 41.)

Low vowels have the thumb in contact with the first or index finger (see 33, 39, 34, 40 and 36.)

The following table gives the names and values of all the vowel positions shown in the Code:—

TABLE OF ENGLISH VOWELS.

	Primary.		Wide.	
	Back.	Front.	Back.	Front.
High.	..... ..... ..... .....	31 e in <i>mete</i> .....	..... ..... ..... .....	38 i in <i>mit</i>
Mid.	35 u in <i>but</i>	32 First element of a in <i>mate</i> . (See Glides.) .....	..... ..... ..... .....	41 a in <i>ask</i>
Low.	..... ..... ..... .....	33 e in <i>met</i>	36 a in <i>arm</i>	39 a in <i>mat</i>

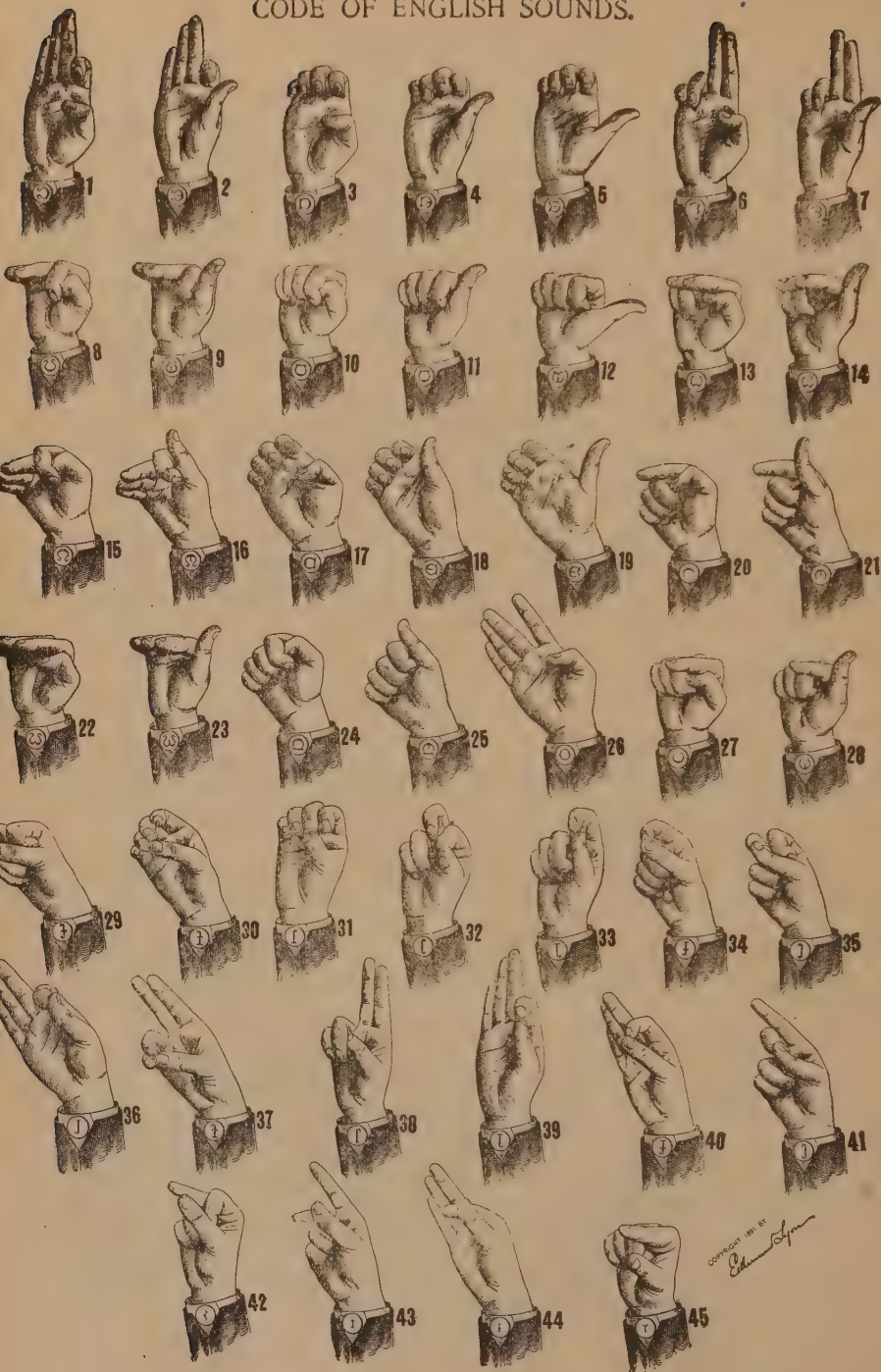
	Primary Round.		Wide Round.	
	Back.	Front.	Back.	Front.
High.	30 oo in <i>food</i> .....	..... ..... ..... .....	37 oo in <i>foot</i> .....	..... ..... ..... .....
Mid.	29 First element of o in <i>no</i> . (See Glides.) .....	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....
Low.	34 a in <i>all</i> .....	..... ..... ..... .....	40 o in <i>not</i> .....	..... ..... ..... .....

Glides.

Glides or vanishes are represented by positions 42-45 inclusive. They may perhaps be best understood if separately explained and illustrated.

In producing the sounds indicated by *o*, *ow*, *a*, *i*, or *or*, two positions of the vocal organs are required, and consequently two manual positions also are employed to represent each of them—the first element being a vowel and the second a vanish. The change from the first to the second manual position should be made as smoothly as possible so as to portray the intimate relation which the two elements sustain to each other.

CODE OF ENGLISH SOUNDS.



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KEY-WORDS ILLUSTRATING THE CODE.

17 39 3 <u>cap</u> †	17 39 4 <u>cab</u>	17 39 5 <u>cam</u>	22 34 10 thoug <u>h</u> t	22 27 30 throug <u>h</u>	23 39 10 tha <u>t</u>
17 39 10 <u>cat</u>	17 39 11 <u>cad</u>	17 39 12 <u>can</u>	33 12 35 6 enoug <u>h</u>	8 36 5 psal <u>m</u>	21 40 10 yach <u>t</u>
4 39 17 <u>back</u>	4 39 18 <u>bag</u>	4 39 19 <u>bang</u>	28 35 6 roug <u>h</u>	3 13 41-42 ploug <u>h</u>	11 29-42 doug <u>h</u>
39 12 34-44 annoy	12 32-43 nay	12 41-43 nigh	12 41-42 now	12 29-42 no	12 21-30 new
14 31 10-15‡ leech	14 31 11-16‡ liege	17 1 33 8 10 quest	10 1 38 10 twit	11 2 34 45 6 dwarf	8 31 9 sees
14 39 17 8 lax	14 39 18 9 lags	1 33 10 whet	2 33 10 wet	28 30 15 ruch <u>e</u>	28 30 16 roug <u>e</u>
2 38 15 wish	2 38 22 withe	2 38 23 with	14 31 6 leaf	14 31 7 leave	31 9 38 easy
3 13 40 10 plot	4 14 40 10 blot	21 29 45 yore	28 29 45 roar	10 27 32-43 tray	11 28 32-43 dray
26 35 10 hut	36 45 5 arm	6 30 11 food	6 37 10 foot	8 31 10 seat	8 38 10 sit
14 33 11 § led	14 39 11 lad	12 34 10 naugh <u>t</u>	12 40 10 not	11 35 12 8 || dunc <u>e</u>	11 41 12 8 danc <u>e</u>
21 33 8 yes	22 39 19 17 thank	21-30 you	41-43 I	39 5 am	2 33 14 well
3 13 31 9 please	18 38 7 give	5 31 me	22 38 19 17 think	23 33 12 then	39 17 10 act

† Spell these nine underscored words, first as horizontally arranged, and then as perpendicularly arranged, and compare carefully the terminal positions

‡ Good results are often obtained by employing 24-15 to represent the sound of *ch* in *leech*, and by employing 25-16 to represent the sound of *g* in *liege* and the sound of *j* in *join*.

§ Position 33 may be employed also to represent the Vowel sounds in *there*, *where*, and *air*.

|| Position 35 may be satisfactorily used when the Vowel sound is indefinite, and when a strict analysis might require the use of the Voice-Glide or the Low Mixed Wide Vowel.

To represent *o* (as in *no*.) position 29 is assumed, and then that position is merged into 42 by bringing the palm into an upright position while the middle finger is being straightened, and the tip of the thumb is being brought with a gliding movement into contact with the under portion of the middle finger's second phalanx.

To represent *ow* (as in *now*) the first position is 41, and the second is 42.

To represent *a*, (as in *ate*.) position 32 is assumed, and then that position is merged into 43 by moving the palm so that it will make a slight lateral angle with the forearm while the index and the middle fingers are being straightened (the former in the plane of the palm and the latter at an angle thereto), and the terminal phalanx of the thumb is being brought into contact with the side of the middle finger's second phalanx.

To represent *i*, (as in *hide*.) the first position is 41, and the second is 43.

To represent *qr*, (as in *bqr*.) the first position may be either 34 or 40, the second position is 44. In position 44 the index finger is straightened, and the thumb's terminal phalanx rested against the side of that finger's second phalanx.

Position 45 has the palm upright, and both the thumb and the index finger at right angles to the palm, and consequently parallel with each other. This position is employed to represent the sound given to *r* when it is preceded by a vowel in the same syllable as in the words *for*, *under*, *farm*, etc.

I beg leave to supplement the explanation already given with the following extract from Circular of Information No. 2:—

Practical Workings.

The practical application of some of the principles which have been elaborated, may help to a clearer understanding of the Manual and will afford an opportunity to consider a few facts which have not elsewhere claimed our attention.

A necessary preliminary to any practical use of the Manual is the selection of a code of elementary sounds. In constructing such a code each one may exercise, to a certain degree, his own judgment, and may decide for himself in regard to the number and character of the sounds which may be satisfactorily employed in the formation of the words he purposes to represent. The code of English Sounds which is here submitted for the purpose of illustrating the Manual, has been subjected to a thorough experimental test, both in and out of the class-room, and has been found to be convenient and adequate. The aim has been to make it conform neither to an extremely nice, nor to an extremely free analysis; but to have it, so far as possible, devoted exclusively to the sounds which correct speakers use in their unstudied utterance of words in ordinary conversation. By doing this the number of

Manual positions required is neither so numerous as to confuse and discourage the pupil, nor so meagre as to make him careless and inexact.

A careful examination of the exercises on page 75, will speedily give a practical knowledge of the Manual, even to those who are not conversant with Visible Speech and have found it difficult to understand the theory of the system.

Key words are at best unsatisfactory, and the deaf student who has occasion to study those given here should be especially careful not to associate the Manual positions with any of the letters used in orthographic spelling; but should strive to associate them in every instance with the vocal adjustment which they describe. To think that position 2-*w* would be utterly incorrect and would induce great confusion when such words as *now*, *know*, *quest*, and *twit*, were to be phonetically spelled. Those who most fully appreciate the fact that the Manual positions always describe the formation of the speech sounds, and never represent letters, will enjoy most fully the benefits of the system.

The figures which are placed above the words on page 75 refer to the Manual positions shown in the Code of English Sounds. The letters which are printed in *italics* are silent; that is, have no phonetic value. All the groups of letters which are not italicized are treated as single elements, and for each of these groups there is a corresponding reference number. When the element consists of a diphthong, or of consonants in combination, two numbers have to be employed to designate the required Manual positions. All such numbers are united by hyphens.

The Code positions are so arranged that they can be easily compared with allied and unallied positions and a clear idea obtained regarding the correct arrangement of the different parts of the hand, and regarding the significance of the parts when so arranged.

In taking these Manual positions care should be exercised to indicate unmistakably the essential difference between the non-vocal and the vocalized speech sounds.

A few facts worthy of passing notice are suggested by the sequence of the Manual positions as shown in the analysis of the words on page 75. In the initial combinations which occur in the words *tray* (10 27 32 43), *dray* (11 28 32-43), *clad* (17 13 39 11), *glad* (18 14 39 11), etc., the second consonant is non-vocal when the first consonant is non-vocal, and is vocalized when the first consonant is vocalized. This rule may be easily impressed upon the pupil's mind by giving him to understand that in these and in similar cases, where the second consonant is not disjoined from the first consonant, the position which the thumb's terminal phalanx takes in representing the first consonant must be retained while representing the second consonant. Another fact which is illustrated by a practical use of the Manual is, that whenever the vocal transitions are smooth and easy the Manual transitions are smooth and easy; e. g.: *mists* (5 38 8 10 8), *strands* (8 10 27 39 12 11 9); and that whenever the vocal transitions are less easy the Manual transitions correspond; e. g.: *aches* (32-43 17 8), *exit* (33 17 8 38 10), *eggs* (33 18 9), *exact* (33 18 9 39 17 10)."

[Extract from Miss Butterfield's paper, entitled "Speech-Reading in Young Classes," read at Teacher's meeting, January 29, 1892.]

"While the Phonetic Manual is a *help* to pupils in learning to speak *single words*, its *greatest* power seems to come as they

begin to speak more connectedly. To one who has watched them as they begin to *think* spoken sentences and to accompany the positions of the hand with their lips, the process is intensely interesting. The Manual seems to be to them what the lattice is to the vine, something tangible to which they may cling and feel secure. Little children will look with doubting faces and shaking heads at a short story that is given them to speak for the first time, but let it be spelled to them phonetically only once, and they will begin spelling and speaking, unconsciously overlapping sounds and speaking with ease and naturalness.

[Extract from letter of Miss C. E. Christian, June 27, 1892.]

As I become familiar with the Manual I use it in the speech classes for the correction of imperfect pronunciation of sounds and have found it available when everything else failed.

It was frequently used voluntarily both in and out of my class-room. The children enjoyed spelling in that way. As often as seemed practicable, I allowed one of the semi-mutes to spell the sentences of the lesson phonetically to the members of the class who in turn spoke them to me. This was regarded as a treat and was of value not only because of renewed interest but because of the firm belief, on the part of the children, that the new manual would help them in what they so much desired—speech.

The boys of the eighth grade were accustomed to bring to the class words that they had met in their reading that were difficult of pronunciation. After the pronunciation had been written on the slate as given by Soule and Wheeler, they always of themselves spelled phonetically as if in some way that was an aid in fixing the pronunciation.

As compared with the other manual it is as easily learned even by the youngest child.

As speech is more difficult for the deaf to attain than the written language, it seems as if it might be more profitable to spell as spoken rather than a written language.

It gives the deaf an easy means of communication by sounds, although these reach the mind by the eye rather than by the ear; so that vocal sounds learned in the class-room become fixed unconsciously and accurately by their communication outside of the class-room and are not forgotten as soon as they leave for lack of practice.

There is that disadvantage which always accompanies the introduction of a new system. There must be time for the breaking away from old methods.

[Extract from Miss Flora B. Willson's letter of June 27, 1892:]

Only the A and B classes used the Phonetic Manual, and forty minutes of every day during the five months of this year that I was with them we devoted to its study. When we began, my own knowledge of the manual was very limited and my use of it crude in the extreme, so I will say frankly, the progress of the class was not what it might have been with greater wisdom to guide them. Neither did my *faith* accomplish anything, for to be honest again, in the beginning *I had none*. But as days passed results began to crop out here and there (in the A class first), new and untried words were undertaken with less hesitation, longer sentences by means of the manual showed me the practicability and the possibilities of a thorough and persistent use of it. When *I* awoke, of course the class awoke and they did *do good work*. The exercises were varied, sometimes conversa-

tional, sometimes reading, and often a simple story that I wrote on the wall slate and spelled for them phonetically once, allowing them to spell it to themselves a few times and then requiring them to speak it to me without hesitation. The desired results in all these exercises were rapidity, readiness and smoothness, and in none of these directions did they fail to make marked progress, particularly in the latter, for the reason perhaps that it was their *especial need*. The B class was larger and one of unusual ability, but they hid their light and *would not* let it shine. The speech they used was good but they used so little. They "took" to the new manual at once and learned it readily. Of course they always accompanied the position of the hands with their lips but I felt quite sure they were, for some time, unconscious that they were "talking" and so almost before they knew it—they worked out of the old rut, surprising teachers and attendants by their readiness of speech. So I can say the great advantage to this class in using the manual was, it helped to give them *purity*, confidence in themselves, something to which they could hold and speak without fear. Of its use *out* of school I cannot say much, though I recall a number of incidents where children came to me to *speak* sentences which some other children had taught them to spell phonetically, or would ask how to spell this or that word phonetically and what sounds the vowels had in certain words. Often if I were occupied for a short time with one member of the class, during a speech or S. R. class the others, voluntarily filled the time by spelling phonetically, occasionally from a book but more often to each other. My experience with the Manual is, of course, too limited to enable me to judge critically of its possibilities, but I can say, that if its continued use proves as helpful as its use with the A and B classes during the first five months of this year promised, I shall consider it an invaluable aid in teaching speech to the deaf.

I see I have a few moments more, and I will devote this to answering questions on what we have touched upon.

Mr. Noyes:—Do you know any one in the room who could respond orally to your use of the phonetic values?

Prof. Lyon:—I think so, but the person to whom I refer is averse to anything of that kind.

(Miss True responded by voice to the various Phonetic Manual positions assumed by Prof. Lyon.)

Dr. Gillett:—Last January Dr. Noyes and I, being at the Rochester school where this phonetic manual has been used, put the pupils to a crucial test, and in no case was there a failure. They used this phonetic manual with as much rapidity as any of us use the alphabet.

Mr. S. T. Walker:—Is this general in Rochester?

Prof. Lyon:—It has been used there two years, and the results are very encouraging.

Mr. S. T. Walker:—I would like to ask what effect it would have upon the spelling?

Prof. Lyon:—So far we have not found that its use has interfered at all with the orthographic spelling.

Mr. Wilkinson:—Does this save a number of motions?

Prof. Lyon:—In the majority of cases it will reduce the number of positions.

Mr. Ray:—I move that the courtesies of the floor be extended to Revs. Gregg, Kirkwood and Taylor.

Carried.

Mr. F. D. Clarke read the following paper on "A National Technical Training School for the Deaf."

A Technical School for the Deaf.

I take it that the chief object of this meeting is that we may consult with and advise each other, as to the means and methods which will best advance the interests of the deaf children of this country. I am here, now, to ask your advice and to consult with you on two questions, about which since our last meeting I have thought long and seriously.

To improve the technical, perhaps I should say the manual, training of the deaf, has for a long time been an object very dear to me. When our pupils seek a trade, they, as things now stand, are confined to a very narrow range. Gardening, printing, shoe-making, carpentry, cabinet making, and some few others for the boys; dressmaking, sewing and painting for the girls, are about all that most institutions teach.

Do any of us for a moment believe that there are not many of the deaf capable of mastering more complex and better paid trades? Is there any reason why a deaf man or woman may not excel at any trade that does not require hearing, except that deafness prevents their learning those trades as hearing youth do?

Without any word of blame for the many excellent shops attached to our schools, do they give our children sufficient variety of trades to choose from? Is it not true that the very best industrial department in any of our schools, sinks into pitiful insignificance when compared with any of the many schools and colleges which teach hearing youth how to work—for instance with the Pratt Institute of Brooklyn? I hardly think any of you will deny this.

How shall we improve? Each separate school may do much for its own pupils, possibly more than is done now. Doubtless each principal now here has some plan on which he is now working to improve his own industrial department. But is not each of us met with the question of money? Does not each of us feel that we have boys and girls, who should shine in some useful handicraft that we cannot possibly teach?

This brings me to the first question that I would ask you:—

Is it not extremely desirable that we should have a free National Technical School for the deaf? One to which we could send all those ardent young natures who would adorn trades we cannot teach.

I will not tell you all that I think such an Institute should teach, or how it should teach; but among its graduates we should find pattern makers, moulders, steam-fitters, plumbers, engineers, electricians, stone-cutters, masons, engravers, milliners, dress-makers, floriculturists, etc. Its instruction should be such that we could truthfully say to those who employ such skilled labor: "This young person knows all about his trade, he only needs a few months daily practice at it, to gain speed in doing it." There are plenty of places waiting for such young people. Can we train part of them?

My second question is;—How can we secure such a school?

We might, perhaps, in time, interest some benevolent millionaire and secure the larger part of it as a gift, but this means a weary time of waiting and no certainty of success at last. Cannot we get it from the National Government?

I find that Congress has twice made liberal provision for the endowment and support of colleges and institutions for the benefit of agriculture and the mechanic arts. The last of these acts, (U. S. Statutes at Large Vol. 26. p. p. 417 19.) approved August 30, 1890, appropriates \$15,000 a year, under certain conditions, to each State or Territory, and goes on to increase the sum, \$1,000 a year until it reaches \$25,000. Would it not be possible for us to ask our law-makers to do something of this kind for us? Tell them that our students are capable of shining in agriculture and the mechanic arts, but the means of teaching these, which the nation so generously supplies for the hearing, are useless for the deaf. Ask them if the deaf of all the States and Territories may not have one such school as is provided for the hearing in each State and Territory. It seems to me that by concerted action, each of us working with the Congressmen from our own State, we might get our school.

I hope these questions will be debated fully at this meeting, and if we agree, that we will take some formal action. To this end, if I can find a second I offer the following resolutions:—

1 *Resolved*, That we feel the great need of a free technical and industrial school for the deaf of our whole nation, where instruction shall be given in "Agriculture, the Mechanic Arts, the English language and the various branches of mathematical, physical, natural and economic science, with special reference to their applications in the industries of life."

2 *Resolved*, That as the General Government has recognized by liberal appropriations, the value of such colleges and institutes for normal youth, we ask it also to provide one for the deaf.

3 *Resolved*, That a committee be appointed by our chairman, who shall decide upon the general course of instruction at such an institute, its method of government, the requirements for entrance as a student, the apportionment of students among the different States and Territories, and the amount necessary to establish and maintain it; and who shall embody such decisions in a circular to be sent to each head of a school for the deaf in this country, with the committee's advice as to the best method of obtaining such legislation as is necessary to secure the end in view.

4 *Resolved*, That each of us pledge ourselves to do all in our power to promote the early passage through Congress of a proper bill for this object, and to hasten the time when the school can open its doors to students.

Mr. Metcalf:—I second the motion.

Mr. Wilkinson:—I am most fully in sympathy with the spirit of the paper which Mr. Clarke has just read. I am in favor of everything pertaining to manual instruction, and look upon the training of the hand as an essential part of the symmetrical development which we all seek for our pupils; and it is therefore with a great deal of regard that I oppose the adoption of the resolution. In the first place, I am quite positive it would receive no favorable consideration by Congress, nor is it well to be

applying to the national Government for those things that properly belong to our State affairs. I have always favored, and do still favor, the support of a national college for the deaf, although by reason of the great distance, and the expense of getting our pupils back and forth, we in California have not been able to avail ourselves of its instruction. But the establishment of manual training schools is quite within the province and power of every State to carry out. The expense of establishing such a national school would be large, and the work would be no better done than at home. It would be cheaper for Congress to make an appropriation to support the teachers in the different State institutions, than to bring the pupils from various and distant parts of the country, support them while in Washington, and pay all the incidental administration expenses of such a school. I think that everything Mr. Clarke has mentioned can be accomplished in connection with the institutions already established. He would not find the expense to be large. We have had for some time in California a wood-working shop, based upon what is known as the "Russian System." Any good carpenter of intelligence and enthusiasm can carry it out, and the pupils soon come to such a knowledge of the handling of the tools as will make their labor about the Institution full compensation for the trifling cost of the foreman. A thousand dollars would fit up a shop for a dozen boys, and I do not believe there is a State legislature in the country that would refuse to make such an appropriation for so popular and worthy an object, if the matter was properly placed before the members. But as I said before, I can not approve of a resolution looking to Congress for such help.

Dr. J. H. Johnson:—I know there are doubts in the minds of some of our ablest Senators as to the right of the general government to do a thing of this sort. Some years ago we applied to Congress for a subsidy to enable us to establish a Printing House for the Blind—for the making of embossed books and other tangible apparatus. At that time there was no institution in Florida and I was given Florida and Alabama to work up. I wrote to Senator Morgan of Alabama on the subject, bespeaking his aid in the premises. He replied that he had serious doubts on the subject. He hardly believed that the general government had the right to use public money for this purpose. I replied that the general government had at one time granted to the American Asylum for the Deaf, at Hartford, a large body of land, part of which had been located in our own state of Alabama. The proceeds of

the sale of which land at that time amounted to over \$400,000. Suffice it to say that we finally succeeded in securing the passage of the Act, and we now have United States bonds to the amount of \$250,000, yielding an annual interest of \$10,000. And we get our embossed books at actual cost of printing. A few years ago I asked our state government for \$3,000 to establish a mechanical department which sum was readily granted, and we have a well-equipped wood working shop in connection with our Institution.

I am in hearty sympathy with the measure proposed by my friend, Mr. Clarke, of Arkansas, and if there is no better plan proposed for the establishment of a technological school for the deaf, I shall give this my hearty support.

Dr. E. M. Gallaudet:—I want to thank Mr. Clarke for bringing this subject before the Conference, and I assure the members of this Conference that no one will be more heartily in favor than I of extending any kind of instruction to our deaf children that will help them in their handicapped struggle for life. My sympathies are with every effort of this kind, and I am glad the subject has been brought up. It is one which demands perhaps a fuller consideration than we shall be able to give it at this meeting, for it is certainly true that many questions are involved. My experience with congress leads me to say that if such a measure as is proposed were offered to congress, that it would receive very little consideration and be set aside in a moment. Some fourteen years ago a senator from New York State visiting Kendall Green expressed his views on this subject of a college for the deaf to be supported by the national government for the whole country. He said: "The whole thing is in utter violation of the constitution, and if it were to come up as a new measure I should oppose it, but as it is already in existence I suppose I can do nothing but help run it." Our college in Washington has come through a process of growth. There was a local school there, and we organized in connection with this a college course of study. Thaddeus Stevens, of Pennsylvania, then chairman of the committee on appropriations, had a letter shortly after this, from a deaf young man who had never been in a deaf-mute school, saying he had heard there was a school for the higher education of deaf-mutes in Washington, and wanted to know if he could come free of charge. Mr. Stevens was interested; no provision had been made for free admission. Mr. Stevens soon had the law changed by the addition of a provision that ten deaf

muties from the several states and territories should be received free. Mr. Stevens was in a position to carry it through. You can perceive that the measure was a very important step in the growth that has resulted in the establishment of the Washington college. It shows that a measure like this would not be carried. The measure Dr. Johnson refers to was passed twenty years ago.

I have had seriously in my mind the question as to whether or not the college might establish a department into which intelligent deaf-mutes could come who did not possess those higher intellectual qualities that would enable them to go through our higher college course; people who were not destined to become great scholars, but those who had some quickness of eye or deftness of hand which would enable them to take some prominent position in life, and give them the help they need, which is out of the range of the intellectual training they would receive in the college. If a petition were presented to congress that the funds of the college might be so increased as to enable it to open a department of this kind, it might be favorably considered. I have in mind a conversation with brother Clarke, in which he told of the difficulties he had with the legislature of his own state. I appreciate them for they are very much like what we have in Washington. But I do feel that it is the duty of us who are at the head of schools for the deaf to take on a tremendous amount of courage and have two cheeks when we go before the legislatures and never be afraid to say what is needed. I think we have not had boldness enough always. We must go with a holy boldness and enthuse these men with a larger appreciation of what our people need.

If the Conference shall decide to adopt these resolutions, I shall be only too glad to do everything I can to carry their recommendations into effect; you may count me in, although my maturer judgment is that this subject had better be considered and thought about a little further. We shall have a meeting next year at Chicago, and I should say rather that these resolutions be not pressed through immediately, for I doubt very much whether success would be attained; but still count me in.

Mr. Tate:—I would like to ask Dr. Gallaudet if they teach trades in the college?

Dr. Gallaudet:—No sir.

Dr. Tate:—I would like to say in regard to the legislature, that so far as our state legislature is concerned, I have been astonished at the freedom with which they have made appropriations for such purposes, when they

have been properly informed. I believe to-day that our average legislature is inclined to be liberal to any unfortunates, and I want to express my gratitude for the generosity of my legislature. What better proof of the spirit of philanthropy do we need than that found in the buildings erected in every state in the union for the education of the deaf and dumb?

Do we not see in this evidence of a really generous philanthropy?

(Finally an amendment to an amendment is carried, giving 20 minutes extra time for their discussion.)

Dr. Gillett:—I will promise not to take five of the twenty minutes. My experience with legislatures has been exactly opposite to that of Mr. Clarke as set forth in his paper. I have not found a more ready response among the members of the legislature on any subject than on a proposition to provide for and sustain an industrial department in an institution. In regard to this motion, I think we are not ready to vote on it yet. I do not want to vote against it and I cannot vote for it. I move that it be referred to a special committee, to be appointed by the chair, to report at a subsequent conference.

Mr. Monroe:—Let me urge the necessity, if we take hold of anything of this kind, of our putting our shoulders to the wheel and doing the work before congressmen assemble at Washington and make them understand that we mean what we say when we urge the establishment of this Technical Training College for the Deaf, which I believe all here agree is a necessity. The demand should be met in some way. We should each of us do our part. We can take the congressmen in our own states, labor with them there; and then when this proposition is put before them in congress they will know just what it is, and be ready to vote for it.

The Chairman:—The motion is that the resolutions be referred to a committee of three, to report at a subsequent meeting of this Conference.

Mr. Clarke: I should like to have the resolutions voted on separately.

Dr. Gillett:—My motion was to refer this whole subject to a committee of three to report at a subsequent conference.

Mr. Clarke:—If we as teachers of the deaf want to put this thing off another four years that settles it. I simply ask you to do something that will work between now and then.

Mr. Ray:—I move that this matter be referred to a

committee of three to be appointed by the chair, to report to this Conference to-morrow morning.

The Chairman:—The question now is on the amendment to Dr. Gillett's motion, which was to refer this matter to a committee of three to report at a subsequent conference. The amendment to Dr. Gillett's motion is that a committee of three be appointed by the chair, to report at this Conference to-morrow morning.

Mr. Ray's motion carried.

Dr. Bell's Lecture on "Classification of Methods of Instruction."

Upon the Classification of Methods of Instructing the Deaf.

The discussions we have had here render it very evident that there are different methods of instructing the deaf in use in this country. We are all anxious to study them by their results; but before we can do so we must have a clear idea as to what these methods are, and how they differ from one another.

The difference should be so defined as to place the issues clearly before the mind in a manner acceptable to the advocates of all.

For many years I have been a close student of this subject, and I must confess that I am dissatisfied with the classification adopted by the profession, and used in the *Annals*.

You recognize a "Manual" and an "Oral" Method, and more than a dozen different kinds of "Combined" Methods.

For example: You have the Combined A method; Combined B method; Combined C method; Combined D method; Combined E method; Combined F method; Combined G method; Combined AB method; Combined AE method; Combined AF method; Combined BC method; Combined BD method; Combined BF method; Combined EF method; Combined ABF method; and the Combined AEF method. (See *Annals* for January, 1892, Vol. XXXVII, p. 60 and 64.)

This classification seems to me to be unnecessarily complicated, and extremely difficult to follow. Indeed, in some cases, I fear that it would be almost impossible for any one excepting the editor of the *Annals* to decide definitely to what class a method belongs. The idea underlying the use of the word "Combined" is undoubtedly good. It is meant, I presume, to indicate an Eclectic System in which all methods are employed. It is not so applied however; and the word is used in a vague and indefinite sense rendering it necessary to distinguish various forms of combination by the arbitrary letters A, B, C, D, etc. This is obviously a temporary expedient to supply a need for a more definite classification.

Of course any classification is better than none at all, and we must hold to that we have until some better method, or system of classification can be devised.

Now I do not come before you in a captious spirit—nor with the idea that I can give you a perfect and complete classification of methods by any means. I simply beg to offer you a few suggestions which may set you thinking on the subject and so be of value.

Allow me to direct your attention to the following chart which exhibits those methods of instruction which appear to me to demand recognition, and their relation to one another:—

CHART.

Suggested Classification of Methods of Instructing the Deaf.

Basis of Classifica- tion.	Two Broad Classes of Methods. Employing:		Sub-groups.....	Specific Methods of Instruction.
Language employed to impart ideas.	1 English...	{	Oral Methods...	The Auricular Method.
			Speech-Reading Method.	
	2 Other languages	{	Manual Methods	The Manual Al- phabet Method.
			Sign Methods...	The De l'Epee sign-language Method.

BASIS OF CLASSIFICATION.

What we need first is some natural basis of classification upon which all can agree.

Now we come to consider that the possibility of instructing a deaf child is based upon the possibility of teaching him a language whereby ideas may be imparted and the mind cultivated; I think we may find in the kind of language employed for this purpose our basis for classification.

TWO BROAD CLASSES OF METHODS.

Upon this basis we may divide the existing methods into two broad classes:—

1- Those in which the English language alone is employed; and

2 Those which employ some other language not English; — (for example, the De l'Epee Sign-language.)

Of course the acquisition of English is an ultimate object, common to all methods, but the advocates of the second class seek to teach English through the medium of another language (the De l'Epee Sign-language) or at all events, in conjunction with it; whereas those of the first class seek to teach English by usage alone without the aid of any other tongue. "English through English" is their motto, "English through Signs," or "With Signs" the motto of the other side.

It is not my intention, in this paper, to express any opinion concerning the relative merits of the different systems employed in the instruction of the deaf but simply to point out broad issues which may be useful for purposes of classification. The

present issue seems to me to divide teachers into two great opposing camps, and may therefore be a suitable one upon which to base our first division into classes. It relates to the *exclusive* or *non-exclusive* use of English.

1—Shall we use English and English alone as our language of communication? or

2—Shall we not?

Some teachers adopt the first plan, and discard the De l'Epee Sign-language altogether—or any language not known and used by the people at large. Others adopt the second plan, and resort to the De l'Epee language of Signs.

The issue thus relates to English and the sign-language. It is not exactly "English *versus* the Sign-language," for English is aimed at by all methods. It is rather English alone without the Sign-language, or English with it? This seems to me to be the living question of the day; and it is therefore eminently suited to be the touch-stone of our methods.

In imparting ideas to the deaf, is the English language alone used without the De l'Epee sign-language? If so our method belongs to class I; if not, to class II.

SUB-GROUPS.

Each of these classes may be sub-divided upon other issues.

We have a spoken or "Oral" form of the English language, and also a written or "Manual" form—the one spoken by the mouth, the other written by the hand. Now the advocates of class I. are divided upon the question "Shall we use the spoken or the written form of the English language as our means of communication?"

Of course all methods aim to teach both forms to the deaf.

American teachers are now unanimously of the opinion that earnest and persistent efforts should be made in every school for the deaf to teach speech and speech-reading, as well as reading and writing, to every deaf child. But this is not the point at issue. It relates not to a knowledge of these forms of English, but to the use of them as the language of communication and thought. The question is:—

When we discard the De l'Epee Sign-language altogether, and determine to use English and English alone in the instruction of the deaf, (class I.) shall we use spoken or written English as the language of communication?

This is an important issue, and forms a convenient basis for sub-division.

Those who make speech the language of communication adopt an "Oral" method of instruction; those who use written English employ a "Manual" method.

The advocates of Oral Methods insist that speech shall be the usual and ordinary means of communication, with writing as a mere auxiliary; whereas the advocates of Manual Methods insist that written English shall be used for this purpose with speech as an auxiliary. Oral methods use the mouth, and manual methods the hand, almost exclusively in the expression of thought. Oral methods subordinate written English to speech; Manual methods subordinate speech to written English; but both methods reject the De l'Epee Sign-language altogether, and use English alone as the means of communication.

The second class of methods needs no special sub-division into groups, because the only language other than English employed in the instruction of the deaf in our country, is a language in the form of gestures or signs. There are, or may be, many dis-

inct languages of signs, just as there are many spoken languages. For example:—English, French, German, etc. Practically, however, only one form of gesture-speech is used in America, viz., the sign language which originated in the school of the Abbe de l'Epee in France, and which was brought to this country by Laurent Clerc and the elder Gallaudet.

The advocates of sign-methods claim that a gesture language is more easy or more natural to a deaf child than English, and hence make use of the De l'Epee Sign-language.

The English language, of course, is also taught, and indeed forms the chief subject of study in school; but outside of the school room, in the chapel, or in the play ground, for example, the De l'Epee Sign-language is used almost exclusively, so that it becomes the principal means of communication and avenue to the mind.

As I glance then over the whole field of instruction and note the methods pursued, they seem to me to resolve themselves naturally into three well differentiated groups:—

1. Oral Methods.
2. Manual Methods.
3. Sign Methods.

The distinguishing characteristic of each group is *the form of language that is habitually employed in the interchange of thought*; that form of language which is made the "Vernacular" [so to speak] of the deaf child—the language in which he learns to think and spontaneously express his wants.

Oral methods make spoken English, uttered by the mouth, the habitual means of expression employed by the child; Manual methods, written English, spelled upon the fingers; and Sign methods, the De l'Epee language of Signs.

Oral, Manual, and Sign methods are still farther differentiated from one another by those means of communication which they reject, and refuse to employ in the instruction of the deaf.

Method of	Forms of language taught to the Deaf.			
	Speech	Writing	Manual Alphabet	The De l'Epee Sign-language
Instruction.	Speech	Writing	Manual Alphabet	The De l'Epee Sign-language
Oral method	Speech	Writing	_____	_____
Manual Me- thods	Speech	Writing	Man. Alph.	_____
Sign Method	Speech	Writing	Man. Alph.	Sign-language

Oral methods teach speech and writing, but reject Manual Alphabets and the Sign-language. Manual methods teach speech, writing, and a manual alphabet, but reject the Sign-language. Sign methods teach speech, writing, a manual alphabet, and the sign language, rejecting none.

Varieties of Oral, Manual, and sign methods may be distinguished constituting—

SPECIFIC METHODS OF INSTRUCTION.

It is not my intention, in this paper, to attempt an exhaustive

analysis, but simply to draw the general outlines of a scheme of classification which I trust may be found broad enough to include not only methods that actually exist, but also other possible methods which may not at present be in operation.

The most important varieties that seem to me to demand recognition as Specific Methods of Instruction are four in number [See Chart I.], viz:—

1. The Auricular Method ["Aural."]
2. The Speech-reading Method ["Pure Oral."]
3. The Manual Alphabet Method ["American Vernacular Method."]
4. The De l'Epee Sign-language Method ["Combined System."]

The first two are varieties of English Oral Methods; the third is an English Manual Method; and the fourth is a Sign Method.

1. *The Auricular Method.* All the deaf are not totally devoid of hearing. Some possess sufficient perception of sound to enable them to recognize differences of vowel effects with the aid of a hearing tube or trumpet; or without these aids when the sounds are uttered loudly in the neighborhood of the ear. Such pupils are readily taught to speak. Constant practice of speech, and the use of artificial aids to hearing, occasion an apparent improvement in the ability to hear. This improvement is so great that pupils who at first appear to perceive little more than noise can come at last to understand speech by ear. By special instruction they are converted from deaf-mutes into ordinary hard-of-hearing people who speak.

Under any method, of course, it should be the duty of a conscientious teacher to develop and improve the hearing power of his semi-deaf pupils to the utmost possible extent; but that method which aims to make the ear the usual and ordinary channel of communication deserves I think to be ranked as a distinct and specific variety of the Oral Method. It has hitherto been known both as the "Aural" Method of Instruction and as the "Auricular" Method. I prefer the latter term as less liable to be confounded with "Oral." The Auricular Method of course is not applicable to all the deaf, but only to that proportion of them who possess sufficient hearing power to be properly classed as "Semi-deaf." All the other methods considered are applicable to the totally deaf as well as to the semi-deaf.

Auricular instruction is given in many schools, but I do not know to what extent the Auricular Method, as here defined, is in actual use.

The characteristic feature of the Auricular Method—which distinguishes it from other methods—is the constant and habitual use of speech and hearing as the means of communication, to the exclusion of Manual Alphabets and the De l'Epee Sign-language. Written English, and Speech-reading are also taught. This method is indicated if instruction results in the use of speech and hearing by the pupils themselves, when not under restraint, as their usual and habitual means of communication.

If hearing is subordinated to speech-reading the method has not been employed, but only some variety of the speech-reading method next to be described.

2. *The Speech-Reading Method* is that variety of Oral Method which is generally known in America as the "Pure Oral method." This appellation however is objected to by many of the advocates of the method itself, on the ground that it is not a purely oral method, but makes use of writing as well as speech in the instruction of the deaf. I prefer to call it the "Speech-read-

ing method," because its peculiar characteristic—the feature which distinguishes it from all other methods—is the constant and habitual employment of speech-reading as the medium of instruction. Writing is also employed as an auxiliary means of communication, but the usual and habitual mode of communication is by speech and speech-reading alone.

The terms "Speech-reading," and "Lip-reading" are both in current use among teachers of the deaf, to designate the art of understanding spoken utterance by the eye. I prefer "Speech-reading" for the following reasons: Deaf children do not simply read the "lips" but observe other movements of the vocal organs as well. Indeed I believe that the movements of the lips constitute only a small part of what they rely upon for the comprehension of spoken words. "Mouth-reading" has been proposed as a substitute—but even this would be entirely inappropriate—for the elements of speech as uttered by the mouth are not all clearly differentiated to the eye. From this it results that many words are found to be homophonous with one another—that is, they present the same appearance to the eye—in this respect curiously resembling the homophonous words with which we are all familiar, which have the same sound to the ear. Words like *rain*, *rein*, *reign*, for example, can not be distinguished from one another by the ear, but this does not prevent us from understanding spoken utterance by hearing alone, because the general context clears up the sense. In a similar manner context is largely relied upon by the deaf in interpreting the movements of the mouth. They do not merely read the "lips," or even the "mouth;" but they do come to understand "speech."

I therefore prefer to use the term "Speech-reading;" and I designate that method which employs speech and speech-reading as the medium of communication—to the exclusion of manual alphabets and the De l'Epee Sign-language—as the "Speech-Reading Method."

This method is indicated, if instruction results in the use of speech and speech-reading by the pupils themselves when not under restraint as their usual and habitual means of communication.

Varieties of the method exist. For example: Some speech-reading schools employ a "Word-Method" with beginners, and others an "Element Method." We also have "Voice and Hearing Schools," in which great prominence is given to Auricular training in conjunction with speech-reading [in the case of semi-deaf pupils.]

These varieties are not sufficiently distinct, I think, to be recognized as Specific Methods of Instruction and I have not therefore attempted to distinguish them upon the chart.

3. *The Manual Alphabet Method* employs written English in the form of a Manual Alphabet as the means of communication, to the exclusion of the De l'Epee Sign-language. Speech and Speech-reading also are, or may be, taught and auricular training given to the semi-deaf; but the usual and habitual mode of communication is by the manual alphabet alone.

This method is termed by Mr. Westervelt "The American Vernacular Method."

Another English manual method may possibly exist in which actual writing forms the medium of communication. As I do not know of any school however which makes writing the ordinary or principal means of communication, I have not included the Writing Method on the Chart.

There is no essential difference between English written upon paper, and English spelled upon the fingers. Manual spelling does not constitute a distinct language by itself—different from the language of printed books—but simply consists in the use of a different kind of character or letter from those usually employed, an alphabet formed upon the hand instead of upon paper. I have therefore included the Manual Alphabet Method among those employing the English language alone [Class I.] This method is indicated, if instruction results in the use of English, in the form of manual spelling, by the pupils themselves when not under restraint, as their usual and habitual means of communication.

A variety of the Manual Alphabet method exists in which the speech-reading method is employed in the school room—the pupils, after school hours, mingling freely with others who use the manual alphabet but not the Sign-language. The constant use of the manual alphabet after school hours for purposes of social intercourse probably renders that form of the English language the vernacular of the orally taught pupils—in which case the method does not differ in any very material respect from that first named. I have not, therefore, distinguished it from that upon the Chart.

4. *The De l'Epee Sign-language Method* is distinguished from the other methods named by the fact that it makes use of the De l'Epee language of signs. Written English and a manual alphabet are taught; and many Sign-schools also teach speech and speech-reading, and give auricular training to the semi-deaf.

This is the method known as the "Combined System." The De l'Epee Sign-language—unlike the manual alphabet constitutes a distinct and separate language by itself; so that pupils taught by this method learn two distinct languages—differing greatly from one another—English and the De l'Epee Sign-language. The advocates of the method claim that it is necessary, or at least advisable, to use the De l'Epee Sign-language for several reasons. For example: some teachers assert the *necessity* of using it on the ground that it is the natural language of the deaf; and claim that it is not taught to them in school; other teachers urge that it is *advisable* to use the Sign-language because it is more readily and easily acquired by a deaf child than English and that while not so definite a mode of expressing thought, it is a much more rapid means of communication than writing, speech, or a manual alphabet.

This method is indicated if instruction results in the use of the De l'Epee Sign-language by the pupils themselves when not under restraint, as their usual and habitual means of communication.

Varieties of the method exist. For example: Some schools employ the De l'Epee Sign-language as a means of teaching English—the pupils being required to translate from signs into English and *vice versa*. Others use English and English alone, in the school room, as the means of communication, the Sign-language being employed for religious instruction, and for the purpose of social intercourse out of school hours.

This variety is capable of all the sub-divisions shown for Class I. The constant and habitual use of the Sign-language out of school hours for the purposes of social intercourse seems to indicate that in all these varieties the Sign-language is the primary means of communication—the vernacular, so to speak—of the pupils, in which case the differences are of minor importance—

not sufficient to entitle them to recognition as Distinct Methods of Instruction. For this reason I have not attempted to distinguish them from one another upon the Chart.

In conclusion allow me to say that I have not considered it necessary to enter into any lengthy discussion of minor details of sub-division, because my object is simply to present to your notice a general scheme of classification. I trust however that I have said enough to show that the scheme is broad enough to afford a place for all the important methods of instructing the deaf and that it is capable of amplification to include other possible methods and even minute varieties without sacrificing the principle of classification.

The classification adopted in the *Annals* does not provide a place for the very distinct method used in the Western New York Institution. That school appears in the *Annals* as a Combined School—although it differs radically from the other combined schools in its rejection of the Sign-language.

Dr. Gillett:—How about the signs in that institution?

Dr. Bell:—They do not use the De l'Epee Sign-language there at all.

Dr. Gillett:—What do you suggest in regard to this?

Dr. Bell:—Our method of classifying methods of instruction requires revision, and I suggest the plan shown on the chart as a basis for revision.

Dr. Gillett:—I was very much interested indeed in what Dr. Bell has presented to us. I always listen with a great deal of interest and profit to what Prof. Bell has to say, although he says some things in which I think he is mistaken. For instance I would not say, the sign language is taught; it is not taught in the institutions as I understand it—

Dr. Bell:—It is taught in the same sense we teach language to hearing children.

Dr. Gillett:—That is the principle which underlies the system of signs used in various institutions. I have in mind a child who had a language its mother understood, but I did not and I do not think any one else did, but at school she dropped that language and adopted that with which she was surrounded. But I have never yet in my experience of 37 years of superintending an institution, directed a teacher to give a class a lesson in signs; of course classes are drilled in the English language and taught the English language. If there is a teacher here to-day who has ever taught a class the sign language I would like him to hold up his hands. Does any one know of an instance in all the schools of America, where the language of signs is taught as a school exercise? It appears not.

Dr. Bell:—The basis of my classification is the language employed to impart ideas.

Dr. Gillett:—You stated that the language of signs is taught.

Dr. Bell:—It is employed to impart ideas.

Dr. Gillett:—Then we might as well say pictures are taught; a sign is only a picture. I use signs precisely as I use pictures. A lecture in signs is only a passing panorama; pictures are used to illustrate ideas, and signs are used also for that purpose. I have made the statement before in the course of a controversy which Dr. Bell and I had, that there is no such thing as articulation for deaf persons. There is no language for them except the language of signs. A sign is a visible indication to the eye; the deaf mute has not the possibility within his reach of hearing; the spoken word never reaches him, and he gets what he receives only by a visible indication to the eye. It matters not whether it be in the countenance, or the hand, or by the movements of the whole person. Lip movement is a visible indication to the eye and is a sign, and to talk about speech-reading is absurd. There is no such thing as speech-reading; it is a contradiction of terms; we might as well talk of hearing a picture as to talk about reading speech. Visible motions are addressed to the eye and they are as much signs if they be upon the lips as if they be upon the hands. I do not mention this in a spirit of fault-finding; I think we get valuable suggestions from such discussions.

Mr. Noyes:—This subject is a very important one; we have not all the time we ought to have to present it, and I want to get all the benefit we can from its consideration. I present this resolution:

*“Resolved, That a committee of three, of which Dr. Fay, of Washington, shall be chairman, the other two members of the committee to be appointed by this conference, to which committee this whole subject of classification be referred, to report their conclusions through the *Annals*; and when three-fourths of the Institutions in the United States approve the recommendations of this committee, the same shall be employed in the *Annals*.”*

Dr. Gallaudet:—I would like to say a word with reference to the subject laid before us by Prof. Bell. I have a sincere admiration for the devoted way in which he has used his great talents in the furtherance of the education of the deaf. I am proud that we have among us a man of such strong mental powers who is willing to give them to the consideration of this important question; but I think on this occasion our Jupiter has nodded. I want to call your attention to the unscientific basis upon which

he rests his whole classification. The contrast presented to us is between the English language and the sign language. The statement was made that it was claimed the English language was not natural to the deaf. I have yet to know of any one who has ever claimed the English language was any more unnatural to the deaf child than to any other child. But the contrast which I think should be made is not between English and the sign language but between speech and the sign language. Now I am sure no one would think of saying that speech was as natural to the deaf as to the hearing. Speech is not natural to the deaf; if it were, all the labors of the oral teachers are in vain. If speech were natural to the deaf they would acquire it as the hearing do. It is always an artificial acquisition. When we make our comparisons we must compare sign utterance with vocal utterance; then we have a scientific basis. Prof. Bell spoke of the method that only used the English language. I have never heard of it. I do not believe an oral teacher ever taught a child to speak without using some signs. I was requested by Prof. Fay to ask Dr. Bell what he would say to a system of instruction that included all these methods. Dr. Bell spoke of the combined system as having a great many things in it, and rather leaving the impression that it was a sort of universal hash. From my point of view, I think a system of instruction including so much as is included under the combined system is proved by this very fact to be a most elastic system. My claim has always been for the combined system because it takes in all that can be of use to the deaf. When the discussion comes as between that and the eclectic system, I will have something to say.

Dr. Bell:—However many methods of communication may be known to a child, there is generally some one method which constitutes his habit of thought. However many languages an American may know, his habit of thought is usually in the English language. Now what we want to get at is, what is that form in which the deaf child's habit of thought is carried on.

Mr. Monroe:—The combined system, defined as a system making use of all known methods and means of instruction, to me seems to be an utter impossibility, existing only in imagination, the schools denominated "Combined Schools" being in reality sign schools pure and simple, and why? Because in these schools the pupils when outside of the school room, where, after all, their knowledge of the practical use of language is developed, fastened and made a part of their being—second nature

to them, as it were—use and practice the sign language almost exclusively. If signs are used at all in a school the pupils will use them for all practical purposes fifty times where they use any other language once, because the sign language is the more easy and natural one for them. The Michigan school, for illustration, fulfills all the requirements of a combined school, teaches articulation, and uses English “as much as possible” in the school rooms, and yet it is in reality a sign school; that is the atmosphere round and about it. Except in the school rooms, is a sign atmosphere and not combined, to-wit: a part sign and part English atmosphere.

So-called combined system schools teach the sign language to their pupils, not as a class-exercise to be sure but they teach it nevertheless. To illustrate, let us take the case of the little hearing child five years of age who has never attended school. He is able to use the English language for many purposes. He has not been taught this language as a class exercise, and yet shall we say that he has not been taught the English language? He has been taught it by its being used around and about him, though no special effort was made in the matter. In exactly the same way we *do* teach the sign language to our pupils. Let us classify instruction in language into: 1—Class-room instruction; 2—Atmospheric instruction, and we will be forced to the conclusion that the latter is by far the more potent in giving an easy natural command. The point I make is that in combined schools—so-called—the atmospheric instruction, which should play so important a part in familiarizing the child with the English language and making it his vernacular, is principally instruction in the practice and use of the sign language, hence these are virtually sign schools.

Dr. Peet:—There is one sense in which the sign language and the English language are necessarily, in the nature of things, strictly combined. When a person reads a book, a person who has been taught language through the ear, he is in the habit of attaching the spoken word to the written word, and it is only as he is able to do this that the written page has any significance for him. Every one who reads, mentally pronounces the words; that is of no use to a deaf-mute, because it has no signification to him. So when a deaf mute reads, whether he was taught by the sign method or by the oral method, it is certain that he has in connection with each word a significant sign, so that when he reads, it is translated at once into signs.

Our method in New York is to give them the lan-

guage as far as possible without any relation to signs. If we have an occurrence to relate, instead of relating it through signs we get in the words we think they know and in connection with that we require the pupils to make a sign for each word, and a sign for the sentence. We don't have uniform signs for every word; there are many signs to express correctly a given word. Each pupil gives me a sign for the word, which he thinks will express it. I have sometimes been surprised at the accuracy of the signs. It was his understanding of the meaning of that particular word, and it was a correct expression. I understood it and the whole school understood it. Spell to them, but let them make signs, which will indicate that they understand the significance of these words. In reading books, if they can give a mental sign to each word or sentence they will read with pleasure, but if they can only reply by an articulate word, it will have no significance to them.

Dr. Bell:—Dr. Gillett has spoken of the motion of the lips in speaking as constituting signs to the deaf. Well, certainly he is right. Words themselves are signs, whether addressed to the eye or to the ear; they are the signs of ideas. All languages are systems of signs, and indeed a system of signs adapted for the communication of thought constitutes what we mean by "a language." My point is that in the first of these great groups of methods the signs employed constitute what we term "the English language;" in the second they do not.

The Chairman:—The question now is on the adoption of this resolution offered by Dr. Noyes.

Carried.

Mr. N. F. Walker:—I nominate Dr. Bell as one of the members of this committee.

Dr. Johnson:—I nominate Dr. Noyes.

Dr. Gallaudet:—I want to repeat what I said in my last speech, to assure the conference of my great admiration for Dr. Bell, but I do feel that in a matter of this kind that it would be more satisfactory if a practical instructor, who has had the experience of many years, should be placed on this committee.

Mr. Tate:—I would substitute N. F. Walker instead of Dr. Bell.

Dr. Bell:—I do not understand in what connection I am nominated.

Mr. Noyes:—As a member of this committee.

Dr. Bell:—I would suggest that it would be better to have the committee constituted entirely of members of the profession.

Mr. N. F. Walker: I insist that it is due that Dr. Bell, who has brought this subject up, should be placed on this committee.

Mr. Crouter:—I wish to state in connection with the proposition to place Dr. Bell on the proposed committee, that it does seem to me to be an eminently proper nomination. I recall a former committee of a former conference of which Dr. Bell was a member, and I recall that he performed very efficient service. He has given a great deal of time and thought to the consideration of this subject, and I think if he will consent to accept he will prove an acceptable member of the committee now proposed.

Dr. Bell was appointed to act with Dr. Fay and Mr. Noyes.

The Chairman:—In regard to this important question of the establishment of a National Training School for Deaf-mutes, I would appoint as a committee to act on those resolutions, F. D. Clarke, Dr. E. M. Gallaudet, W. A. Caldwell, R. O. Johnson and A. L. E. Crouter.

The Committee on Credentials will now report.

ACTIVE MEMBERS:

Alabama—Dr. J. H. Johnson, Principal.
 Arkansas—F. D. Clarke, Principal.
 California—Dr. Warring Wilkinson, Principal.
 Clark Institution, Mass.—Miss Caroline Yale, Principal.
 Chicago Day School—P. A. Emery, Principal.
 New York Institution—Dr. I. L. Peet, Principal.
 Pennsylvania Institution—A. L. E. Crouter, Principal.
 Kentucky Institution—W. K. Argo, Superintendent.
 Virginia Institution—Capt. T. S. Doyle, Principal.
 Indiana Institution—R. O. Johnson, Superintendent.
 Illinois Institution—Dr. P. G. Gillett, Superintendent.
 Georgia—W. O. Connor, Principal.
 South Carolina—N. F. Walker, Superintendent.
 Missouri—J. N. Tate, Superintendent.
 Wisconsin—J. W. Swiler, Superintendent.
 Michigan—Thomas Monroe, Superintendent.
 Mississippi—J. R. Dobyns, Superintendent.
 Iowa—G. L. Wickoff, Principal.
 Texas—W. A. Kendall, Superintendent.
 National Deaf Mute College—Dr. E. M. Gallaudet, President.
 Kansas—S. T. Walker, Superintendent.
 Minnesota—Dr. J. L. Noyes, Superintendent.
 Nebraska—J. A. Gillespie, Superintendent.
 Horace Mann School, Mass.—Miss Sarah Fuller, Principal.
 Utah School—F. W. Metcalf, Principal.
 Florida—W. A. Caldwell, Superintendent.
 Ontario, Canada—R. Mathison, Superintendent.
 Manitoba—D. W. McDermid, Principal.
 New Mexico—L. M. Larson, Superintendent.
 Washington—James Watson, Director.
 St. Louis Day School—J. H. Cloud, Principal.
 Colorado—John E. Ray, Superintendent.

HONORARY MEMBERS:

- Colorado—Governor John L. Routt.
 " Rev. H. W. Brodhead.
 " Hon. N. B. Coy.
 " Hon. Daniel Hawks.
 " Col. Henry Bowman.
 " Hon. A. L. Lawton.
 " Hon. J. F. Humphrey.
 " Hon. J. A. Davis.
 " Mrs. John E. Ray.
 " Mrs. L. B. Elder, Matron.
 " Miss Edith Elder, Clerk.
 " Miss Tillie Garman, Teacher.
 " Miss M. H. Taylor, "
 " D. C. Dudley, "
 " H. M. Harbert, "
 " E. C. Campbell, "
 " John W. Taylor, engineer.
 " Mrs. John W. Taylor, Supervisor.
 " Miss Grace E. Young.
 " Miss Sadie M. Young.
 Dr. A. G. Bell, Washington, D. C.
 Mrs. W. A. Caldwell, Florida.
 Mrs. F. D. Clarke, Arkansas.
 Dr. J. L. Cleary, Member Board of Control, Wisconsin.
 Hon. S. L. Dedman, Missouri.
 Miss M. L. Devine, Teacher, Pennsylvania.
 Mrs. P. A. Emery, Chicago.
 Dr. E. A. Fay, Washington, D. C.
 Prof. J. C. Gordon, "
 Mrs. J. A. Gillespie, Matron, Nebraska.
 Miss Helen McChrane, Clerk, "
 Mrs. P. G. Gillett, Illinois.
 Miss Cora Gunn, Teacher, Illinois.
 Miss M. A. Selby, "
 Miss Alma Gillett, "
 Frank Hine, Clerk, "
 Hon. Edward McDonald, "
 Hon. J. B. McMillan, Alabama.
 Miss Susie Jones, Teacher, Kansas.
 Miss Ella C. Jordan, " Mass.
 Mrs. W. A. Kendall, Texas.
 J. D. Richardson, Teacher, Texas.
 Prof. Edmund Lyon, Rochester, N. Y.
 Miss Dora Montgomery, Teacher, McCowan School.
 Mrs. J. L. Noyes, Minnesota.
 Hon. Boyle O. Rodes, Kentucky.
 Mrs. J. W. Swiler, Wisconsin.
 Mrs. J. N. Tate, Missouri.
 Miss Mary A. True, Washington, D. C.
 Rev. Job Turner, Virginia.
 Mrs. N. F. Walker, South Carolina.
 Mrs. S. T. Walker, Kansas.
 Miss Daisy Way, Kansas City, Missouri.
 Miss June Yale, Teacher, Massachusetts.
 Prof. Charles Kerney, Teacher, Indiana.
 Prof. F. C. Holloway, Teacher, Iowa.
 Prof. D. W. George, Teacher, Illinois.
 S. W. Gilbert, Missouri.

O. H. Regensburg, Illinois.

Mrs. L. K. Kirk, Kansas.

Mrs. Marietta Finney, Michigan.

Prof. W. H. Brewer, Yale University Scientific School.

Rev. Dr. W. F. Slocum, President of Colorado College.

Dr. Gallaudet:—I would suggest that teachers can be eligible as honorary members if invited by the local committee.

Mr. Ray:—The information which I received through the executive committee was this: That Superintendents and Principals of American schools for the deaf are eligible for active membership; that the honorary membership shall consist of the following persons: Ex-Superintendents and Principals and their wives and families and such other persons as the local committee may specially invite.

Mr. Noyes:—I move the adoption of the report, with such additions as the committee may advise.

Adopted.

Mr. Swiler:—I notice Supt. Johnson of the Indiana School has arrived. It has come to my notice that he has been carrying on some very interesting experiments with the phonograph, and it occurs to me it would be a matter of great interest to us to know something of his experiments in that line. I suggest that Supt. Johnson be requested to make some statement of the result of his experiments, at a subsequent meeting.

Referred to the business committee.

Mr. Tate:—I would like to ask what has become of the minutes?

Mr. Wilkinson:—I move that the reading of the minutes be dispensed with.

Carried.

Mr. Noyes:—I move that we adjourn until to-morrow morning at 9 o'clock.

Carried.

WEDNESDAY MORNING.

Prayer by Dr. Peet. Order of the day announced by Mr. Noyes. Mr. Swiler reads minutes of last session.

Dr. Peet:—The next business in order is to decide on the time for adjournment.

Mr. Tate:—I move that the consideration of this subject be postponed until the last business of the day.

Carried.

Mr. Noyes:—I move the appointment of a committee of three, by the chair, on necrology, to give a brief account of the lives and services of those who have died since the last meeting of this conference.

Dr. Peet:—I will appoint J. H. Johnson, F. D. Clarke, and S. T. Walker.

Mr. Tate:—I move a committee of one be appointed by the chair, on resolutions, that one to select associate members.

Carried.

Dr. Peet:—I appoint Mr. Tate a committee of one on resolutions.

The next business in order is the report of the committee upon Mr. Clarke's resolutions.

Mr. Clarke:—On behalf of the committee I beg leave to present the following report. The committee finds upon mature deliberation that there is not so much difference in our views as perhaps appeared at first. We present to this conference for full discussion and for a separate vote on each resolution the following resolutions:

Resolved, That we feel the great need of a free technical and industrial school for the deaf of our whole nation, where instruction shall be given in "agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural and economic science, with special reference to their application in the industries of life, and such useful handicrafts as can be taught in a school.

Mr. S. T. Walker:—I move the acceptance of the first resolution.

Accepted, without discussion.

Resolved, That as the general government has recognized by liberal appropriations, the value of such colleges and institutes for normal youths, we hope that it will be possible to find some means of providing such an one for the deaf of the whole nation.

Mr. Monroe:—That resolution seems to me simply to mean nothing and do nothing, and I therefore move to amend by substituting instead of "we hope, etc.," say "we do most heartily ask that they do so and so." We all not only hope that some time somebody will take hold

and do something in this matter, but we wish to do something about it, beginning right now; and I therefore recommend that we ask that something be done.

Mr. Swiler: The fourth resolution involves a pledge to that effect.

Dr. Gillett:—The committee went over this matter very thoroughly; it seems to me we had better adopt these resolutions now.

Mr. Clarke:—That resolution originally read that, as congress had done so and so, we would ask congress to do something more. The committee after giving that point more discussion than anything else, thought that we would appoint a committee to take charge of this who would be enthusiastic in its support and do everything they could. It is possible we may be able to get the funds necessary from some other source than from the government. We have a large class of rich men in this country who like to leave something behind them as a memorial to themselves; some of them may help us out. We thought we would leave this committee to do everything they could. Any one who has had anything to do with legislative bodies knows that a scheme that would fail utterly at one time, would succeed at another. Immediately after a change of politics, either from democratic to republican or from republican to democratic, is a bad time. The incoming congress always accuses the party before them of extravagance, and then try to prove that they will not be extravagant. So such a time would not be a propitious one for getting an appropriation. They soon find that this country is a billion dollar country and needs a billion dollar congress, and they have said it does not. They sometimes go so far as to leave several hundred millions for the succeeding congress to make up as a deficiency. We are leaving this thing to the members of our own profession, whom we recognize as earnest men, working for it in the best way they can.

Second resolution carried.

Resolved, That a committee be appointed by our chairman, who shall decide upon the general course of instruction at such an institution, its methods of government, the requirements for entrance as a student, the apportionment of students among the different states and territories, the proper location, and the amount necessary to establish and maintain it; and who shall embody such decisions in a circular to be sent to each head of a school for the deaf in this country, with the committee's advice as to the best method of obtaining the money necessary to secure the end in view. This committee to report at the next meeting of this conference.

Mr. Crouter:—I would like to ask if this resolution

will preclude official action on the part of the committee before presenting its report at the next conference of principals. It may not be wise to circumscribe the action of the committee in that way.

Mr. Gillespie:—I notice in that resolution the words "decide upon;" would it not be well to use the word "suggest" instead of "decide?"

Mr. S. T. Walker:—I see a point in that which might defer the decision four years. I think it should be amended to read "at a meeting of the conference" instead of "at the next meeting of the conference."

Third resolution adopted.

Resolved, That all of us pledge ourselves to do all in our power to hasten the time when the school can open its doors to students.

Adopted.

Dr. Peet:—I would like to say that there are rich men all over our country who are anxious to do something for the deaf and dumb, and I feel that they are precluded by the fact the state legislatures have assumed this work and that there is nothing therefore for them to do. If they understand they can establish a great industrial institution for the benefit of the whole country, I am sure that the scheme would not go begging, but would rather be the recipient of an enormous fund.

Mr. Tate:—I move the adoption of the resolutions as a body.

Carried.

Rev. J. H. Cloud:—I wish to say that I am a deaf-mute, and from my standpoint I am heartily in sympathy with these resolutions. I will have the matter laid before my state legislature.

Dr. Peet:—I will appoint as a standing committee on "A National Training School for the Deaf," F. D. Clarke, E. M. Gallaudet, and W. A. Caldwell.

Mr. Clarke:—I move that the names of A. L. E. Crouter and R. O. Johnson be added to this committee.

Carried.

Dr. Peet:—The subject of the Columbian Exposition and Auxiliary Congress will now be discussed by Dr. Gillett.

Dr. Gillett:—If there is any subject upon which one would like to speak on the 4th of July, and let the great American Eagle spread her wings, it is the Columbian Exposition, for undoubtedly that will be the most stupendous the world has ever seen. The occasion of the four hundredth anniversary of the discovery of America is one not only calculated to inspire citizens of America,

but every man who has any regard for human development throughout the world. The discovery of America was one of the great mile stones in the advancement of the human race. But I must not let that American eagle spread her wings this morning, but will confine myself to practical matters. The location of the Columbian Exposition is the most favorable that could be found in the United States. Chicago is the physical expression of the enterprise, spirit, determination and indomitable will of the American people; and I may here remark that there will be no greater exhibit at the Exposition than Chicago herself. The managers of the Exposition are now building immense structures upon a tract of seven hundred acres of land, and are still restricted for space, so great is the demand for room. One of their buildings covers over thirty acres. The floor space of this building will comprise forty-five acres. Others nearly as large will occupy ground near by. Previous expositions have been satisfied to bring together the creations of men; things they have discovered and invented. But the Columbian Exposition beyond this expects to bring together not only the creations, but the creators of the great things of the world. It will be a grand thing to look upon the beautiful pictures and magnificent structures and ingenious inventions, but it will be a grander thing to see and come in contact with the men who produced these things; to see the individuals who trained, and to a certain extent created the creators of these things, the instructors of the world; for it all at last comes back to the teachers, who trained the minds of those who have done these wonderful things. The managers of the Columbian Exposition are endeavoring to bring together these great men in every department of effort that tends to elevate the human family; and for this purpose it was necessary that another organization should be formed. Congress did not contemplate anything of this character, but the managers of the Exposition have organized an association, which in conjunction with the Columbian exhibit, will bring together these great men and women, which association is known as an auxiliary congress. More than one hundred different congresses will assemble during the six months, under the auspices of the World's Congress Auxiliary of the Columbian Exposition. An immense structure, not to be removed when the fair is over, but known as the permanent art palace, is being erected in the heart of the great city of Chicago. This permanent art palace, a most beautiful structure of immense size, is erected first for the use of these congress

auxiliaries, and after they have ceased to use it, it becomes a permanent art palace belonging to the art associations of the city of Chicago. This palace will have two immense auditoriums and other smaller auditoriums, so that thirty congresses may be in session at the same time. There will be a congress of parties specially interested in university instruction, and another on university extension; another on high school instruction; another on kindergarten and another on grammar school instruction, etc., etc. These educational congresses are all expected to assemble in Chicago at the same time. The organization of these congresses will be as I understood, about as follows: The president of the World's Congress Auxiliary is Mr. C. C. Bonney, of Chicago; a gentleman of great public spirit. He is the president of each one of the congresses. The idea is that the time will be too valuable to be spent in elections, so all officers will be appointed by Mr. Bonney himself. The programme to be brought before the congress I suppose will be submitted to Mr. Bonney for his approval. The programme will be prepared by committees appointed to arrange it, and individuals who will respond and enter into the discussions will be appointed beforehand, so any crank who thinks he will push in will not have an opportunity to do so. It is an occasion of too much importance to be frittered away in that manner. Gentlemen living near Chicago have been selected as local committees to provide for all these congresses. They were selected because it was necessary to have individuals who could be easily reached and convenient of access to attend to this business. I was requested by Mr. Bonney to act as the committee to provide for the congresses of the teachers of the Deaf, the Blind and the Feeble Minded. I asked to be relieved from responsibility with reference to the congress for the feeble minded, and suggested that Dr. Fish, of the Illinois Asylum, be appointed, and that Prof. Hall, of the Illinois Institution for the Blind, be asked to serve as committee for instructors of the blind; but I consented to serve as committee to provide for the World's Congress for the Deaf, and to have associated with me Dr. Noyes and Prof. Swiler. We have had some meetings, the results of which we have had published in the *Annals*, setting forth its objects, and also giving the names of prominent men and women engaged in the instruction of the deaf throughout the world, known as an auxiliary council. This council is invited to make such suggestions to the committee as they think proper. I think it is unnecessary for me to enlarge further upon this subject. I don't

know whether I am expected to say anything in regard to the physical exhibit of the exposition or not. Whether the exhibits for the institutions for the deaf shall be a collective exhibit or a separate one for each institution, is a matter which will probably come before you later. I think Dr. Gallaudet had some consultation with Dr. Peabody on that subject.

Mr. Clarke: Does this congress take the place of the convention which was to be held, or are we to have the congress and the convention too?

Dr. Gillett: It was decided by the Executive Committee in Washington last year that it would be advisable to merge the convention into the congress, the convention having decided to meet somewhere near the city of Chicago in 1893. I will say further that in selecting a committee to prepare the program we decided that it would probably give general satisfaction if we selected the same individuals to prepare the program for the congress as were selected by the convention. The committee appointed by the convention in New York comprised teachers as well as superintendents, and has on it persons especially interested in all our various systems of instruction.

Dr. Noyes:—Can you give us any idea in what months this congress will occur?

Dr. Gillett:—It will be at the same time as the other educational congresses, which will probably be the last of July and first of August. It will probably continue for two weeks. The eminent deaf throughout various parts of the world are also invited to meet there, in the capacity of a World's Congress of the Deaf, and take into consideration such subjects as they consider expedient. We hope in this congress of the Deaf to exhibit to the world the fruits of educating the deaf, and to show to the world that we have brought these deaf persons up and placed them upon a plane as honorable and dignified as any class of people in the world.

Mr. Kendall:—I would like to ask whether the exhibits will be separate or all together?

Dr. Gillett:—That is really not fully decided yet.

Mr. Kendall:—It occurs to me that the exhibitions should show what schools they are from.

Dr. Gillett:—The identification of the work with the institution will be made clear, of course.

Dr. Noyes:—Is it not desirable for this congress to express to Dr. Peabody about the amount of space needed for a collective exhibit?

Dr. Gillett: Dr. Peabody would be very glad to know that.

Dr. Noyes: The committees should each report as to the amount of floor space needed for a collective exhibit of the different institutions in the United States.

Mr. Tate: We of Missouri would like to make something of a physical exhibit. Dr. Gillett has made a study of this matter, and I would like to have his views as to what we should attempt in that line. We each want to do all we can, and his views will be worth more to me than those of any other man in the house.

Dr. Gallaudet:—If there is a further report to be made on this subject, possibly it would be well for that report to be heard; it might throw some light on the subject. The subject of the exhibit at Chicago received the attention of the executive committee many months ago, at a meeting held by the committee in Washington. A correspondence has been had with Dr. Peabody with reference to what shape the exhibits of the schools for the deaf of the country should take, and how they should be arranged; whether sent as parts of state exhibits or whether collected in one place in connection with educational exhibits. The executive committee thought it very desirable, since they all expected to be in Chicago about the first of August, to arrange for an interview with Dr. Peabody; and that arrangement was made, and on the evening of Thursday, August 4th, just before we started from Chicago the committee had the pleasure of a consultation with Dr. Peabody with reference to what shape the exhibits for the schools for the deaf of the country should take, and how they should be arranged; whether sent as parts of state exhibits or whether collected in one place in connection with educational exhibits. It appeared that the matter was still in an unsettled condition as to how it would be best to arrange these material exhibits. The officers of some of the states were very anxious to have everything that belonged to one state brought together in one state exhibit, and so would be indisposed to have the exhibit from the state school for the deaf taken out and put somewhere else with exhibits from other schools for the deaf. It would seem rather necessary to leave that, for the future, in the hands of the committee, and at this time nothing more can be done except to have an expression of opinion from this conference. That could be made known to the committee appointed to act upon this matter. I have no doubt but that the officers of the schools for the deaf all over the country would co-operate with any decision which might

be reached in this way. Another feature of the exhibition of the institutions for the deaf of the country was considered by the executive committee. It was suggested to Dr. Peabody by the chairman of the committee that it would be desirable to have a living exhibit of educational work for the deaf. That would involve the securing of space for the arrangement of suitable rooms. The different superintendents of institutions might desire to send pupils to Chicago, and with these pupils to exhibit to the world of visitors the various processes and methods of educating the deaf. Dr. Peabody received that suggestion with a great deal of interest and seemed to feel that it would be a very desirable thing, especially if it could be so arranged as to bring out features peculiar to the education of the deaf. That of course would go without saying, that it would only be desirable to present those features that were peculiar to it. Dr. Peabody's offer, made to the committee at Chicago, is to furnish floor space to the amount of 25x50 feet. There was not time in the meeting with Dr. Peabody to go into all the details with regard to this matter, and he requested me to report through the executive committee this willingness on his part and return to him the answer of the conference. Dr. Peabody regards this body as representing all the interests of the deaf-mutes of this country. Every school for the deaf in the country is eligible for representation in this conference, through its principal. Every interesting and peculiar method of instructing the deaf would here find an opportunity for satisfactory exhibition. Of course it would be necessary for the conference to delegate its authority to a suitable committee, who would act upon this matter, and make the best arrangement that could be made. Of course this would involve some expense, but it was thought that many institutions would be disposed to be at some expense to send pupils and a teacher or two to the exposition. It occurs to me that such an expense might be very properly borne by the institutions with a view to the benefit these pupils would receive from going to the exposition. I remember in our institution at Washington, our board of directors thought it right to spend nearly a thousand dollars in 1876 to send all the pupils to the exposition at Philadelphia.

Mr. J. H. Johnson:—Will the committee appointed in New York two years ago be discontinued or not?

Dr. Gallaudet:—I understand that committee has been accorded a sort of double life. They are to represent the convention in this way: They have been asked

by the authorities of the World's Congress Auxiliary to prepare the program for this congress. So, as Dr. Gillett said, the convention may meet for the transaction of business—the authorities there would accord it a place to meet in—but the actual proceedings of the convention, such as the reading of papers, etc., would pertain to the arrangements for the congress auxiliary.

Mr. Kendall:—I move that the executive committee be authorized by this conference to transact any other business in regard to this living and material exhibit.

Mr. Connor:—Would it not be well for this conference to indicate what this living exhibit should consist of. It strikes me it should be confined strictly to congenital deaf-mutes, in order to get a fair exhibition.

Mr. Gillespie:—I would like to ask my friend Connor what he means by congenital deaf-mutes?

Mr. Connor:—Those born deaf and entirely without hearing.

Mr. Crouter:—May not the matter suggested by Mr. Connor be left to the committee who have the whole matter in charge?

Mr. Monroe:—A word in favor of that living exhibit. I think almost all the superintendents and principals would favor it most heartily. As a matter of fact the written work of our institutions will be examined but very little, with everything else there will be to demand attention. I think this model school idea will receive the hearty support of every principal here. I move that the whole matter be referred to the standing executive committee.

Mr. Swiler:—If I understand the full import of the motion made by Prof. Monroe, it is that this whole matter of the exhibition that shall be made at the Columbian exposition be referred to the standing Executive Committee. I am heartily in favor of it. Our standing committee represents every department of our work, and I can conceive of no other arrangement so generally satisfactory as to leave this subject to this committee.

Dr. Noyes:—Lest there may be misapprehension in regard to one point, I would like to say that this space indicated by Dr. Gallaudet, is simply space for the living exhibit, and not for the material exhibit.

Dr. Gallaudet:—That is correct. Mr. Peabody will furnish space elsewhere for the material exhibits. That will be amply provided for in another place. This space 25x50 feet will be specially for an exhibition school.

Mr. Wilkinson:—Is the exhibit to be all in one place? It is well known that California has appropriated three hundred thousand dollars for the purpose of making a

suitable display of the resources of the State. It may be that her Commissioners may desire to exhibit something more than the product of her mines, vineyards; her fields and forests. The purpose of our California exhibit is to attract immigration, and good citizens are not apt to go to a state where there is no provision made for the education of their children; and so it may be that our Commissioners will wish to include in their exhibit what California is doing for special and higher education, and will prefer that such exhibits shall not be lost in or mixed with a national exhibit.

Dr. Gallaudet:—That matter is to be adjusted in the future by the authorities of the exposition and others interested. I think they will endeavor to bring about some arrangement satisfactory to all the states.

Mr. Wilkinson;—Who is to decide that question?

Dr. Gallaudet:—I think it is hardly a question we can settle at this stage. I have no doubt the matter will be adjusted so as to give the states an opportunity to represent all they wish to represent in the state exhibit.

Mr. Kendall:—I would like to explain the object of my motion. My object was to get the work of the deaf of the United States in some place so marked that it would not be overlooked. However elaborate it might be if placed in a state exhibit it would attract no notice. If room can be secured for an exhibit of the work of the deaf I want to clothe this committee with the power to secure that end. If my motion is not sufficiently definite I would thank some gentleman to make one that is.

Dr. Peet:—Is the chair to understand that the resolution is that to the executive committee be entrusted the interests of all the institutions in connection with the world's exhibit, in the confident belief that they will do the very best they can for the representation of the deaf and dumb in this country?

Mr. N. F. Walker:—That there may be no misunderstanding, I think this resolution should be put in writing.

Mr. Kearney:—I think we can all feel the most absolute confidence in the executive committee, and I think that they can accomplish more than could be accomplished in any other way.

Mr. S. T. Walker:—I presume in every state there will be appropriations made for exhibiting the work of the deaf. The authority for spending that money lies not with this committee, but with the committees appointed by each state. I hope the resolution will take that into consideration.

Dr. Gallaudet:—I cannot conceive of any action of

this conference which would clothe the executive committee with power over the committees of the different states. It is useless to put power into the hands of the executive committee which it could not use. That would stultify the committee. This discussion reminds me of the story of the Methodist preacher who was praying for rain in a time of great drouth. After a very vigorous appeal had been made for rain, he began to think he might have been too earnest about it, and ended his prayer by saying, "but Lord, we would not pretend to dictate—only advise."

Mr. Monroe:—I hope that this matter will be put in such form that each of us will know exactly the kind of an exhibit which others will make. I would like to have power vested in a committee to tell each superintendent just how others will present exhibits of their work, to the end that there may be the uniformity necessary.

Dr. Peet:—The opinion I have gathered from the remarks of the different gentlemen is, that in some cases it will be for the interest of an institution to have its exhibit in connection with the state exhibit, because it will then get all the interest which centers around the state exhibit. California for instance, would receive the visitors from California who would therefore become specially interested in the institution for the deaf and dumb in their own state. Then I should judge that there are many states in which such an exhibit could not be afforded. The state itself could not make provision for two exhibits, and of course the deaf-mutes want to have an exhibit in connection with the general cause of deaf-mute instruction in the exhibition at large.

Mr. Dobyns:—In addition to the exhibits that might be made in the state department, and also in the general department, there are also deaf-mutes who would like to make individual exhibits.

Dr. Peet:—Are you ready for the reading of the resolution introduced by Mr. Kendall?

Resolved, That the subject of an exhibit of all Institutions and associations earnestly engaged in the education and uplifting of the deaf, be referred to the standing committee, with authority to arrange with the Chief of the Department of Liberal Arts of the Columbian Exposition, for such physical and active exhibits as may be found practicable.

Adopted.

Mr. Crouter:—I am informed that at Chicago the various sections constituting the auxiliary congress of the World's Fair are to be presided over by distinguished persons who are to be appointed by those in charge of the auxiliary congress. I know ex-President Hayes has

been appointed to preside over the congress on charities and corrections. I think it proper that some one should be appointed to preside over the auxiliary congress of instructors of the deaf, and to that end I offer the following resolution, believing it will receive unanimous approval:

Resolved, That we, Superintendents, Principals and Directors of American Schools for the Deaf, in conference assembled, recognizing the pre-eminent worth of Dr. Philip G. Gillett, Superintendent of the Illinois Institution, as an educator of the deaf, and the extent and value of his services in the cause of their instruction, respectfully recommend his appointment as President of the Auxiliary Congress of Instructors of the Deaf, to be held in Chicago.

Resolved, That the officers of this conference transmit this expression of our sentiments to the proper officers of the Columbian Exposition.

Mr. Tate:—I move that it be adopted by a standing vote.

(Unanimously adopted.)

Mr. Tate:—I call on Dr. Gillett to favor us with his views as to the exhibit we are to make at the exposition.

Dr. Peet:—The time allotted for this discussion has already passed.

Mr. Tate:—I move that five minutes be allowed for this.

Dr. Gillett:—The liberal arts department will not be used for the exhibition of manufactured articles; but anything that is made by pupils in the process of their education will be admitted. A piece of printing, or of cabinet work, or of wood-carving, would be admitted. This I think covers the whole ground. Manufactured articles made by other parties than the pupils would not be proper subjects for exhibition. Mr. Monroe has mentioned examination papers; those would be proper. Another would be photographs of your classes and school rooms.

Mr. Connor:—I want the best material in the exhibit, but I want it to be a fair exhibit.

Mr. Monroe:—Then you would not include the entire class, but selections?

Dr. Gillett:—You have pupils who could not by any possibility be brought up to the average; leave them out.

Mr. Monroe:—Of course we have our bright and our dull pupils; would it be proper to use the work of just the bright classes or of all?

Dr. Gillett:—I think I would use the work of all classes, but not of all pupils.

Mr. Clarke:—I would like to take a little of the time of the conference to offer a resolution. We are all very

much interested in this discussion; it will be a long time before the proceedings of this conference will be put into print.

Resolved, That Superintendent John E. Ray be requested to publish as soon as possible, in the *Colorado Index*, the shorthand report of all that has been said on the subject of a material and living exhibit of schools for the deaf at the Columbian Exposition at Chicago, since Dr. Gillett began to speak.

Adopted.

Mr. Gillespie offered a resolution to the effect that Dr. Alexander Graham Bell as President of the Association for the Promotion of the Teaching of Speech to the Deaf be invited to participate in the World's Fair Exhibit.

Dr. Peet:—The motion is before you for discussion.

Dr. Bell:—I think perhaps it might be better to put that resolution in some other form. The American Association to promote the teaching of speech to the deaf has desired to co-operate with the schools of the country in making an exhibit at the World's Fair. Our association is a neutral body, organized to help schools of all sorts in their efforts to teach speech and speech-reading to their pupils. As it is the only national body possessing funds for the benefit of the deaf or so organized as to be capable of receiving bequests and donations, it seems eminently proper that this association should come forward at this juncture and offer its help. We do not exactly know how we can come in and aid you, but the matter came up for discussion in Chicago before Dr. Peabody and the executive committee of this conference, and I, as president of the association, stated the willingness of the association to help the schools for the deaf in various ways; for example, by providing a house in Chicago with a matron in charge, where teachers and pupils should be entertained at the expense of the association, and also by providing for the entertainment of foreign teachers of the deaf and the support of pupils that might come from Germany, Italy and other countries. I gained the impression, however, from the remarks of the chairman of the executive committee, that the aid of the association would not be welcomed; but that the schools for the deaf would provide their own funds by application to their state legislatures. I am not prepared therefore to say what we can do, and I shall feel somewhat embarrassed by the passage of the proposed resolution.

Mr. Wilkinson:—I don't know why these principals who happen to belong to the association for promoting the teaching of speech to the deaf, should be entitled to double representation, for that is what it amounts to;

they would have votes as members of this organization, and then votes as members of that association. If the purpose is simply to enlarge the executive committee, I think the committee is quite large enough, and in it the East has sufficient representation already, and if any additions are made to it, such additions should come from the far West.

Dr. Bell:—I request the withdrawal of the resolution.

Mr. Wilkinson:—We are anxious to have this co-operation, but it is the recognizing of the two votes I am opposed to.

Mr. Crouter:—The resolution which has just been adopted and which was offered by Mr. Kendall, mentions distinctly the fact that the standing executive committee is to represent this conference. I take it that the object of the resolution just offered is intended simply to provide a way of securing the co-operation of the American Association.

Mr. Gillespie:—I hope Dr. Bell will withdraw his request to withdraw this resolution, because I don't want to withdraw it. The world recognizes the work our friend Dr. Bell has done for the deaf, and it seems to me that we can with the best reason, ask Dr. Bell to co-operate with us. I appreciate the remarks of my friend from the West, surely, but I can see nothing in the way of offering this as an invitation to co-operate.

Mr. Dobyns:—I move to amend the resolution, to change it so as to drop out all names but Dr. Bell's.

Mr. Gillespie:—I will take pleasure in dropping the rest of the resolution after that point.

Mr. N. F. Walker:—I would like to have Mr. Gillespie read his resolution.

(The resolution is read.)

Mr. N. F. Walker:—I would like to offer a substitute for that resolution:—

Resolved, That the American Association to Promote the Teaching of Speech to the Deaf be invited to co-operate with the Executive Committee in arranging for the exhibits at the Columbian Exposition.

Mr. Dobyns:—I support the amendment.

Dr. Peet:—Mr. N. F. Walker has offered a substitute for the resolution offered by Mr. Gillespie.

Mr. Wilkinson:—Mr. Gillespie changed the resolution.

Mr. Gillespie:—I was called upon to read the resolution, which I did.

Dr. Peet:—The question now is on the resolution offered as a substitute for Mr. Gillespie's resolution.

Dr. Noyes:—Please read Mr. Walker's substitute.

(Mr. Walker reads it.)

Dr. Bell:—If I appear as an individual I should want to appear as the representative of the association. If that resolution of Mr. Walker's were passed, I should be glad to co-operate.

Mr. Dobyns:—I would ask Dr. Bell, do you not recognize in the resolution of Mr. Walker, that your Association is invited to co-operate?

Dr. Bell:—I may say that our desire is to co-operate with the schools of the country in every way in our power.

Mr. Walker's substitute was adopted.

Mr. Clarke:—I move that we proceed to the regular order of business.

Dr. Peet:—Dr. Noyes, will you report now on the program, or will you postpone it?

Dr. Noyes:—I presume all the ladies and gentlemen present realize that one of the important things in obtaining good results from a conference or convention is the program and the proper manner of carrying it out. Now if we are to have a world's congress at Chicago in '93, how shall we obtain the best results. Therefore I desire to report the little progress that has been made in preparing the program, and ask you as ladies and gentlemen of experience in these conventions to give me, as chairman of the committee, suggestions and help, that we may develop a program that will meet your approbation. We want to obtain grand results from that convention in Chicago. I will now give you a little outline of what I have shown to several persons present and ask you to suggest to me names of parties to write papers and take part in discussions. You have all heard from Dr. Gillett that this is not to be a free parliament, but that the ladies and gentlemen taking part will come well prepared to present their views. I may say here that it is hoped that at that congress we shall have papers of such merit that they will be worthy of a place in the memorial volume of the great Columbian Exposition; as Mr. Bonney assures me that the papers which present the proper merits will be printed. The committee have selected Mr. Crouter, of the Pennsylvania institution, to take charge of the normal department. The committee believes that he is a gentleman well qualified and thoroughly competent to do this, and to present both phases of our work, the manual and the oral. He is driving two horses and he knows how to do it. I will read some of the topics and names of writers, and if there are any here who have been selected, and they have any objections to the parts assigned to them I

should be glad to be consulted in regard to it.

(Noyes reads 36 topics and names of writers, etc.)

Mr. Dudley:—I would like to ask how much time is to be given for each paper, and would suggest 20 to 30 minutes.

Dr. Noyes:—The committee thinks 30 minutes is enough, but that it should not exceed 45 minutes.

Mr. Wilkinson:—I think 30 minutes should be the extreme. The discussions I think should not exceed ten minutes.

Dr. Noyes:—The chairman of this committee would be very glad to hear from any member of the profession who can give any light upon teachers or educators from abroad. Up to this time no one has been heard from but Mr. Woodall of London. If you can give us the names of any one from abroad who will participate, we shall be very glad.

Mr. Clarke:—It seems there has been one subject left out; have you anything whatever on the subject of training teachers?

Dr. Noyes:—That point has not been brought out.

Dr. Peet:—The next order of business is the presentation of experiments with the phonograph, by Mr. R. O. Johnson. In the absence of Mr. Johnson we will take the next topic in order, which is "A Few Words From the College at Washington," by Dr. E. M. Gallaudet.

Dr. Gallaudet:—Mr. President, ladies and gentlemen: There has been, as you are all aware, considerable discussion during the past year, in the papers devoted to the interests of the deaf, as to the work of the college at Washington. There may have been suggestions made as to possible modifications of its methods. There have been some criticisms as to certain measures the college has been attempting to carry out. These criticisms have been made in the interest of the welfare of the deaf as a class. They have been made in no captious or unfriendly spirit, but with a view to promoting the efficiency of the college and of the various undertakings it is endeavoring to carry forward. I think this may be a sufficient excuse, if any is necessary, for my asking a little of the time of the conference to hear a few words from the college, for the college exists for the benefit of the deaf of the nation, and is an institution in which you are all interested; and suggestions coming from so dignified a body as this would be received with the greatest courtesy and respect. I will first speak of the normal work which has been attempted in the college during the past year; and I would like to say what has already been said in some publica-

tions, that the suggestion for this normal department was made twenty-five years ago in the tenth annual report of the Columbia Institution for the Instruction of the Deaf. This was in a report I had the honor to prepare on the examination of schools for the deaf in Europe. At that time I found in Italy, sustained by the government, a normal school for the training of teachers of the deaf; and it impressed me very much to find that Italy, the young and overburdened nation that she was, could devote a part of her public money to such a purpose. I suggested, through our board of trustees, to the government of the United States, that it would be a very proper subject for consideration at some future time. The way did not open for this suggestion to be acted upon, but I would like to say that the organization of the Columbia Institution for the Deaf and Dumb at Washington, of which the college is a single feature, is quite broad enough to include a normal school of any magnitude. The objects of that incorporation are set forth in its constitution, a copy of which may be seen in the twelfth annual report of the institution. Its object is to promote and carry forward the education of the deaf and dumb, on a basis broad enough to cover the interests of that work in any way in which it can be promoted. The corporation is authorized to receive donations, legacies, or assistance from any quarter, that may be of benefit to the deaf as a class. While I have no disposition to monopolize any work for the benefit of the deaf, I will say here that the organization is quite broad enough to include a technical school for the whole country. I do not ask that this shall come to us, but if the management of such a school were put upon us as a duty to perform, we would endeavor to accept it and to do what we could for the interests of the deaf of the whole country in this particular. I speak of this because it has been suggested in some quarters that the normal department at Washington was no part of the proper work of the institution; that it was an overstepping of the authority that was confided to that institution by its charter. Let me attempt now to give the reason for the establishment of the normal department. It came into being under the law of supply and demand. During a period of many years I have been frequently applied to, to recommend young persons as teachers of the deaf. During the last year letters of that sort have multiplied. I have endeavored to act as a sort of intelligence office. I have been very glad to assist in the work of helping the schools in securing competent teachers; and I am not aware that I have ever made a re-

commendation which has led to unfortunate results. I have been asked many times for hearing and speaking teachers of the deaf. Again and again I have replied, "I cannot tell you where you can find a trained hearing and speaking man who can take a place as teacher of the deaf." Therefore when I laid the matter before our board of directors it was seen to be a suitable thing that we should make an effort to provide for the training of a few hearing and speaking men in our institution at Washington. We submitted a request to congress for a small addition to our appropriation and stated our purpose for so doing. The statement of our purpose was seriously misunderstood in certain quarters; but I venture to say if any one will read the language in which this request was submitted they will see that we never intended to limit ourselves to the training of deaf persons to be teachers of the deaf. We secured the means for the organization of a small normal class last year, consisting of six young men and one young lady. The young men we received on a basis of fellowships, which happily we were enabled to offer through the existence of certain funds which had come to the institution from benevolent sources. It has been suggested that this action on our part was without any authority of the profession at large; that it was altogether an unwarranted proceeding. I would like to advise the conference that immediately after the action of our board of directors just alluded to, I was directed by them to consult with the officers of several of the prominent schools for the deaf in this country. I did so and visited a number, including those established upon the oral and manual methods. I took counsel with the heads of those institutions, and received everywhere very kindly sympathy and good advice, which I was glad to have, as it was of essential advantage in making the arrangements which followed in the year now just closed. I will say that long before the close of the year the young men and the young lady were all engaged as instructors of the deaf in the various institutions of the country. I will not take time to go into any of the details in regard to what we are trying to do in this department. That has been very well set before you in the *Annals* by Prof. Gordon. I will only say with reference to the future, we have made arrangements for a similar class of highly educated young men; one has applied from Europe; he has been teaching several years, but is so anxious to be well fitted for his work that he desires to come and learn all he can of the American methods of teaching the deaf, and he thinks he would have an opportunity to advance

himself here. The others have come on the nomination of the heads of several of our prominent institutions, as, indeed, was the case last year. One named for next year is already engaged for the term of 1893. That arrangement would be considered by myself and the authorities of our college as an ideal arrangement, that the heads of institutions, feeling themselves to be in need of highly educated instructors and finding it difficult to secure them, would communicate with me on the subject. If the funds at our command hold out we intend to give one year's training in our school to those wishing to become teachers. We simply propose to go forward with this work in the way we have begun it, hoping to feel that influence behind us which President Lincoln gloried in and which bore so large a part in carrying him forward to the great successes that crowned his labors; we want to feel the pressure of the people at our backs: you are the people.

With reference to the college, the subject of oral recitations in the college has been brought into prominent notice in the papers of the institutions. It has been urged that orally taught young people in coming to the college at Washington stood in great danger of suffering some loss in their power of speech and lip-reading because of their being placed under the instruction of teachers who used the manual alphabet in conducting their recitations. You all remember Mr. Crouter's very courteous letter published in the *Silent World* some time ago, and possibly you will remember my answer to it. I will allude to this one feature of the answer. During the years just preceding the one just closed we had no arrangement for special instruction in speech to the students of our college. This was a matter of great regret to myself and I hoped for the time when that unhappy state of things should be done away with. During that period we had quite a number of students in our college who had come directly from oral schools. On the reception of Mr. Crouter's letter I communicated immediately with the parents and friends of all these pupils, and at the time of my answering Mr. Crouter's letter I had received replies from nearly all the parents of these pupils. The unanimous testimony of these replies was that even when we were giving no instruction in speech that their children who came to us and returned in from two to five years, suffered no permanent loss in their power to speak and read from the lips. Since my answer to Mr. Crouter's letter I have heard from the parents of two former pupils, who expressed the opinion that they did suffer

some loss in their power of speech and lip-reading in consequence of being where the manual alphabet was used in recitations. I wish to say that the fear which is made the basis of this claim that the college should substitute oral recitations for manual recitations, this fear that pupils coming to our college from oral schools would lose their power of speech and lip-reading, can be entirely set aside in view of what has been entered upon during the last year, and what will be continued if our funds are not diminished. We propose to give every pupil in the college what will really amount to a private teacher in speech and lip-reading. Those who need the most help will have the most; those who need less will have less. We are prepared to say in effect that we can furnish a private teacher of speech and lip-reading to every pupil in the college. I hope this statement will relieve the necessity of any discussion: If our present efforts which have been carried forward nearly a year do not succeed, we are in a position to find out, for we have pupils coming to us from the oral schools -- a procession of them in spite of the objections which have been raised. One came to us last year; two are coming this fall. The procession has begun and we expect it to keep up and we ask that the promoters of the oral method shall have more faith and trust in the college than they have manifested in the past. I feel more deeply than I like to express to this conference on this subject; for it implies that there has been, in the minds of many whom we call our friends, in regard to this matter, a distrust of us which we feel we have not deserved. I do not blame anybody for having that feeling of distrust. It is the natural effect of the enthusiasm which exists for a method, but we have felt at Washington that when the oral schools of the country have done their work, when as they claim, they have restored all their pupils to society, they ought to have more confidence in the results of their own work. I want them to believe that every orally taught pupil coming to us will be deemed an object of special care. We have been told that unless we adopted this particular measure of having oral recitations in the college, that pupils who are fitted to come there, and who perhaps would be benefitted by it, will not be intrusted to us. Now, I ask as one who has given something of strength and life and years to the work of educating the deaf, if he has had no money to give, I ask that you will treat this matter in a spirit that is broad and magnanimous, and that you will send your orally taught pupils to us at Washington, and trust that they will not suffer

in this important matter. If it should be proved that the pupils from oral schools do suffer loss in their power of speech and lip-reading from the use of manual recitations, no one will be readier to seriously consider the matter of providing for oral recitations than myself; and if this assurance is not sufficient I can say nothing more.

Mr. S. T. Walker:—If it is in order I would like to offer a resolution somewhat connected with the subject under discussion. This great western country is supposed to be supplied in the higher education of the deaf by the excellent college at Washington, and in many cases it does meet the requirements. It is supported by this nation. The authorities have in a large measure met all the requirements they have been called upon to meet. But there exists to-day in the state of Kansas, and I think in other Western states, a number of worthy but indigent pupils who have graduated at our schools and desire to enter the college for advanced education, but have been prevented by what may seem a simple thing—the matter of one hundred dollars or so for traveling expenses. I have in mind more than one such case. Even if there were but one I think it ought to be provided for by this great nation. The college is away off in the eastern part of the country, thousands of miles from some who should not be compelled to bear the expense which such an unfortunate location imposes. These are at a great disadvantage in comparison with those living in the favored eastern regions. I would therefore offer the following resolution, and hope it will be acted upon by this conference, in the interest of the education of the deaf pupils of the whole nation. I do not think our National College should be a local, sectional institution, though unintentionally it becomes such in a degree:

Whereas, The location of the National Deaf-mute College is so far from the geographical center of the nation as to preclude by the expense of travel, the attendance of many worthy graduates of our western schools; and

Whereas, It is in many states impossible to secure from local authorities the necessary assistance to enable students to gain a higher education:

Resolved, That this conference earnestly urge upon the authorities of the College the justice of immediate provision to remedy this condition.

Mr. Crouter:—Before that resolution is put I would like to make a statement in regard to the manner in which this very question is met in our school in Philadelphia. We have a number of pupils coming to us every year, whose circumstances are I presume quite as circumscribed as those of any pupils in the west or any

other part of the country. We find many such pupils have bright minds, and the question frequently confronts us as to how such pupils may receive the benefit of the higher education provided for at Washington. It is met in this way: The Ladies' Committee of our Board have provided a fund known as the Ladies' Fund, the annual income of which now reaches quite a considerable sum; and at my request the ladies have voted to use this income in sending to Washington the poor graduates of our school. We are now sending I think five, and as the fund increases we shall send a still larger number. It is a very simple and effective way of aiding deserving young men and women, and I should think might be carried out in the western states with just as much success.

Dr. Gallaudet:—I wish to thank my friend from Kansas for the introduction of this resolution, and I certainly shall appreciate any such action on the part of the principals, or any suggestions that come forward to improve the condition of those we are trying to help. The authorities at Washington will be only too glad to act upon any suggestion coming to them in such a way. We are anxious to have the benefit of the counsel and advice, and above all we ask for the friendly co-operation of those who have the care of the deaf.

Mr. Clarke:—I second Mr. Walker's motion, not because I feel the need of it myself, for we have made an arrangement by which we are not only able to pay the traveling expenses of any indigent pupils we may wish to send, but also for their clothes. Our last legislature simply passed a law applying a portion of our law which relates to the traveling and clothing expenses in our institution, to any whom we might send to college, as long as they remain there, the same as if they were in our institution. I suggest this course to the principals and do not think you would have very great difficulty in getting your legislature to pass that law. Mine is pretty hard to deal with, and yet they did that. There is one thing, however, that I cannot provide for, and that is books. But they are a small matter.

Mr. Wyckoff:—There is one thing some of you do not take into consideration fully, and that is that in most schools under state control the funds are specially designated for certain objects, and cannot be used for any other. In Iowa we have a number of intelligent young men and women we would be glad to send to Washington, but the legislature has tied up our appropriations very closely. We can give a child all he can eat and all he can wear, and provide him with good teachers as long

as he remains within our halls, but to give him five cents to send him on his way to college would be a misappropriation of funds which would bring down penalties upon the head of the one who did it. It is utterly impossible to induce all these various legislatures and controlling boards to make this provision.

Dr. Peet:—There is now before you a resolution offered by Mr. S. T. Walker, which has been seconded and discussed. What will you do with it?

Adopted.

Dr. Noyes:—There is one item of business which ought to be attended to now, and that is that this conference should now fix upon a day for adjournment. I move that this conference adjourn on Thursday forenoon.

Adopted.

Wednesday Evening.

Mr. Lyon shows how to use his device for teaching numbers to children.

Mr. S. T. Walker:—It seems to me the apparatus would be fully as useful as the abacus, and that is used in nearly all primary school rooms. That has all the good points of the abacus and a great many additional ones. I think it would be well to have it made larger so the whole class could see it.

Mr. Crouter:—I saw in the Rochester school an exhibition of this device and of the practical application of it, in the case of a little hearing boy not four years old, and it was most astonishing to see how rapidly he understood the computation of numbers through its assistance.

Mr. Tate:—Had he been taught day after day by the use of it?

Mr. Lyon:—I had given him ten minutes a day three days in the week. It was very interesting and surprising to watch the boy use the machine, and I did not see why it would not be just as useful to the deaf. At any rate I stand ready to help introduce it.

Dr. Noyes:—Does that present to the mind of the child the nature of figures, addition, subtraction, multiplication and division as it would to take blocks and place them before the child and show the manner of adding, subtracting, multiplying and dividing? Does it present the philosophy of numbers with anything like the use of blocks? I have furnished our school rooms with blocks and the children can sit down and illustrate to the class what is meant by three times two are six or one from four leaves three. The question in my mind is whether that instrument presents to the minds of the

children so satisfactorily the nature of numbers as do blocks, or something of that kind.

Prof. Lyon: I am not familiar with kindergarten methods, but I know I have often heard this little boy correct his brother who has been in the kindergarten two years. So with a few weeks practice with this he had outstripped his brother who had been two years in the kindergarten.

Chairman Gillespie:—I would suggest that we adjourn for five minutes to examine that apparatus. (All examine the machine.)

Prof. Gordon:—I have not examined this new instrument enough to speak intelligently, perhaps, about it but I think I have seen enough of it to say that while it may not be a substitute for existing devices, it is a valuable additional aid.

Deaf children lack practice in counting-games, so common among hearing children. The great body of hearing children become familiar with the elements of arithmetic outside of the school room. The deaf do not here get that practice, and nearly all their knowledge of numbers is derived from school room exercises. I think we cannot have too many devices to aid them in getting ideas of quantity and number. This device, it strikes me, would be a very useful one, because you can illustrate all with this that you can with blocks and other devices, and it has the additional advantage that it appeals to the curiosity of a child to a large extent, and this greatly stimulates interest.

Mr. Wyckoff: I have noticed in almost all schools for the deaf, and somewhat in other schools that there is a tendency among children to deal with figures rather than with numbers; and in schools for the deaf I think they do that very largely unless the tendency is guarded against. So I would be in favor of placing actual objects in the hands of pupils, and I do not think anything else ought to be substituted for them. After a child has learned to add, subtract and multiply with actual objects I can see how this instrument might be used to advantage as an auxiliary to fix what he has already learned upon the memory, but I should not favor its use without first having used objects.

Mr. S. T. Walker:—I agree with Mr. Wyckoff. I do not think this should displace objects in first learning to count. I do not believe in using figures until a child is capable of understanding numbers up to ten, in all their combinations. I would not dispense with the objects in the teaching of numbers.

Dr. Noyes:—It strikes me that this would be a proper time for the report on necrology. I would like also to suggest that we have a little more talk from the different superintendents here in regard to the exhibit they expect to make in Chicago. For instance, how much space will each institution desire to have at the exposition, that the executive committee may be able to form some idea of the amount of space required. I would like also to announce that if there is any principal or superintendent who would like to put in a request for the meeting of this conference four years hence, the committee on business would be very glad to receive information of the same.

Mr. Crouter:—I am not authorized to extend any invitation; still I hope we will be able to invite the conference to meet in Philadelphia four years hence.

Mr. Swiler:—If invitations for the next conference are in order I would like to invite you to meet in Wisconsin next time.

Dr. Noyes:—This would be a proper time to hear the minutes read and corrected.

Chairman Gillespie:—I think that is a very correct move.

Mr. Swiler reads the minutes.

Dr. Peet:—Are there any corrections to be made in the minutes as read?

Dr. Noyes:—I move that the minutes stand approved.

Mr. Gillespie:—Before they are approved I would like to make the suggestion that in announcing the residence of a superintendent, the state from which he comes should be mentioned instead of the city.

(Minutes stand approved.)

Dr. Gillett:—I move that Mr. Ray, assisted by Mr. Dudley, be authorized to edit the proceedings and minutes of this convention.

Dr. Noyes:—Several times it has been suggested to this committee, that some time during the conference we have the pleasure of hearing from Dr. Wilkinson concerning his visits to the institutions abroad. It has been pressed upon me this evening, and I hope before we adjourn we will have the pleasure of hearing from Mr. Waring Wilkinson of California.

Mr. Wilkinson:—Do you mean before we adjourn this evening, at this hour, to call for a talk from a man who hasn't had any notice whatever?

Dr. Noyes:—It was quite recently this request was made. I move that Dr. Wilkinson be called upon to-morrow morning to talk to us concerning his European trip.

Mr. Caldwell:—Can't we hear from Mr. Johnson on

the subject of the phonograph now?

Mr. Clarke: Before he begins may I be allowed to ask on behalf of the other Mr. Johnson, that if any member of the conference knows of any one who has died since our last meeting, will they please let Mr. Johnson know before to-morrow morning.

Mr. R. O. Johnson: It is with diffidence that I rise to address this conference on any subject, especially on the phonograph. I do not believe I could say anything about oralism that would convince the manualists; I do not believe I could say anything on manualism that would convince the oralists; and the combined method, I think, is a cloak that covers a multitude of sins. I came more as a listening member than as a talking member. I cannot think of anything to say except to read a small part of a report I made for the Lake George convention some time ago.

During the year we have examined each one of the 261 pupils to determine their power of articulation and their ability to read the lips, in order that we might have some basis on which to prepare for future work. For the same reason we also made careful examination as to the power of hearing in each case. For this purpose we made use of the phonograph and made three separate experiments with it and incidentally tested its value in the education of the partially deaf. So far as the totally deaf are concerned, (paralysis of auditory nerve, etc.) nothing will ever awaken them but Gabriel's horn.

The first experiment was with 56 pupils, nearly all from the articulation classes, and extended over only three days; the second experiment was with 261 pupils and extended over six weeks.

The third experiment was with five pupils who were tried at the instrument four times a week, an hour at a time.

The object of the first two experiments was to test the power of hearing and the power to distinguish sounds of the third to ascertain whether the phonograph, aside from its use to test the hearing, could be used with advantage to strengthen the hearing and teach articulation.

The use of the phonograph in the education of the deaf may be of some benefit may be of no benefit. Under no circumstances will its trial be simply time thrown away. The investigation must result in good whether it confirms a theory or discloses an error—it has at least been investigated and found useful, or found worthless. Hence I offer the following figures, deduced from the brief experiments, to show status of the Indiana School in the power of its pupils to hear, to articulate, and to read the lips, and hope that the presentation of them may lead to some discussion on the ear and the faculty of hearing that may prove interesting and instructive. Time is too short to give more than an outline—reasoned deductions must therefore be omitted.

In order to furnish a background as it were, I desire to call attention to the following:

Dr. Loewenburg of Paris discusses the influence of sex in what he calls the "lateralization" of ear disease. After referring to the view generally held by otologists that the left ear is more

liable to be attacked alone, or to be attacked first and to suffer more severely when both are affected, he says, according to the British Medical Journal, that he has for a long time been struck with the fact that, while deafness is more common on the left side in men, the same does not hold good in the case of women. From statistics of 3,000 cases (not including diseases of the concha and external meatus) which have come under his notice, he shows in the first place, that the male sex is more subject to ear diseases than the female, there having been 1,790 of the former to 1,210 of the latter. Among those in whom only one ear was affected there were 478 men and 311 women. The right ear alone was affected in 212 men and 167 women; the left ear alone 266 men and 144 women. Deafness existed in both ears in 1,047 men and 737 women. Among this number the right ear was more deaf of the two in 427 men and 340 women, the left in 647 men and 397 women. Deafness was equal on both sides in 238 men and 162 women.

In our first examination with the phonograph of 56 pupils, all could hear more or less except three, and the results in per cents were as follows:

More deaf in right ear than left, male 57 per cent and female, 43 per cent. (14 pupils.)

More deaf in left ear than right, male 50 per cent., female 50 per cent. (28 pupils.)

Equal deafness right and left ears, male 45 per cent., female 55 per cent., (11 pupils.)

Of the three who could hear nothing all were girls.

The total number of pupils received into this school is 1837, of whom 1061, or 58 per cent., were boys; 776, or 42 per cent., girls, all of whom were more or less deaf in both ears—this coincides with Loewenberg's statement when he speaks of those deaf in both ears—1047 men, and 737 women.

In the second examination with the phonograph the hearing of 261 pupils was tested, and all (225) could hear more or less in one ear or the other, or in both ears, except 36 and the result in per cents., were as follows: 37 per cent., more deaf in right ear (male 49 per cent., female 51 per cent., 84 pupils) 47 per cent., more deaf in left ear, (male 53 per cent., female 47 per cent., 106 pupils.)

16 per cent., equally deaf in both ears, (male 39 per cent., female 61 per cent., 35 pupils.)

Of the 36 who were unable to hear (14 per cent., of the whole) 24 were male, 12 female.

Of the 225 who could hear, the ability was but feeble in 72 per cent. being divided almost equally between the male and female.

Of the total number who could hear 44 per cent., was able to distinguish music, 26 per cent., the human voice, and 15 per cent., spoken words.

Miss Robinson, who had daily charge of the experiment, says in a note: "It is undoubtedly true that a large number of those who said they could hear a little and are so marked on the cards, were unable to perceive the difference between sensation or feeling and hearing. This may be true yet 'tis exceedingly difficult to draw the line between sensation or feeling and hearing—the fact, however, remains, that a number who at first thought they could not hear, afterwards upon repetition, did hear. Supposing, however, we deduct this entire number who could hear but feebly (163 boys 80, girls 83) it still leaves 28 per cent., who have been found to possess "considerable ability to hear" (62 --boys 30, girls 32.)

The five pupils constituting the special class of the third experiment met frequently each week to try the phonograph.

Three members of that class derived a great deal of pleasure from the experiments. M. L., (congenitally deaf) and G. A., (time and cause of deafness unknown) were able to catch the slightest changes in the sound produced. J. L., (lost hearing at seven years by fever) at first could not hear very well, but finally was able to distinguish the nature of almost every sound given, M. H., (deaf at one year, spinal fever) could hear a little but was unable to tell, what the sound was—said the phonograph produced an unpleasant rumbling in his head, M. D., (deaf at five years spinal Meningitis) said the phonograph caused not the slightest sensation upon her mind during the whole six weeks she tried.

Among the others, outside of the special class, improvement in the ability to hear and distinguish sounds was observed in several upon repetition. It is a well known fact that persons in possession of the full faculty of hearing, experience trouble and unpleasant sensations upon first using either the telephone or phonograph and frequent use must be made of either of them to overcome it. It is not to be expected that a few trials of the phonograph by the partially deaf will demonstrate either its fitness or unfitness.

Will not frequent sounds, exploded as it were, in the ear, in certain kinds of deafness, as a message which will strengthen the drum of the ear and auditory nerve? Mr. Edison, in a letter to the writer says that the only difference he can see between a phonograph and an ordinary speaking tube, when used for the purpose of teaching articulation, is the excessive sharpness of the sound waves from the former as compared with those from the latter, and that it may be this extreme sharpness which causes the effect produced. Mr. Edison also noticed in the case of a friend of his who is very deaf that he could hear a tune reproduced by the phonograph, which was purposely made sharp, but could not hear the reproduction of the same tune although equally loud when this sharpness was absent, and states that if the sharpness is the explanation, records can be made in which the sound waves could be extremely sharp.

Dr. Garey of Baltimore writes, "I think your idea of using the phonograph in teaching the pupils of your institution to talk will be a great success—keep it up; it cannot possibly do them any harm; and you may hit upon vibrations in some of the cases which will considerably improve their hearing."

The first notice I had that Dr. Garey was using the phonograph for teaching the deaf to hear, was through the *Colorado Index*. I wrote him, asking him about it, and he replied that he was going to incorporate what he had discovered in a paper to be read before his medical society, and would send me a copy of it; but that he has never done. In an article I saw in the *Phonogram*, I see his idea is to cause a succession of sharp explosions in the ear, and that he had accomplished wonders.

Mr. Swiler:—How do you use it?

Dr. Johnson:—I have used the instrument primarily to test the sense of hearing—incidentally for other purposes. I believe in some cases it will strengthen the hearing, especially in those cases of deafness where the hearing is impaired by a closure of the eustachian tube,

thus producing a vacuum in the middle ear and a depression of the membrani tympani—also in cases where there is ankylosis of the ossicles. In all of such cases there is more or less rigidity of the vibrating membrane—hence the failure to convey the sound-wave. Repeated succession of sounds from the phonograph may tend to remedy the troubles and strengthen the hearing.

In cases of children who can partially hear, the child's imperfect voice can be recorded on the cylinder and be followed by the perfect voice and words of the teacher and these can be reproduced just as often and as rapidly as desired. Thus alternating, the tendency will be to correct the child's speech by this most forcible comparison.

Mr. Swiler:—Are those detached sounds or sentences?

Dr. Johnson:—Mostly detached words. There has not been as yet much attention paid to it; outside of these five pupils I mention there has been no regular experiment made.

Dr. Bell:—Do you notice any improvement in their hearing?

Dr. Johnson:—Yes, in the last two experiments a number said they could distinguish sounds after repeated trials which at first were imperceptible.

Mr. Swiler:—Could they hear ordinary speech any better?

Dr. Johnson:—The experiments have not been carried on long enough to find that out. After repeated trials I feel confident that many will show an improvement in hearing ordinary speech.

Mr. Bell:—Mr. Paul Binner, of Wisconsin, has suggested the use of the phonograph or graphophone as a means of preserving a record of different articulation in pupils. In the experiment he used the graphophone, and he made the suggestion that in a year or two he would send me the cylinders showing the improvement of the voices in that time.

Dr. Johnson reads some data gathered from the use of the phonograph:

In the examination of the 261 pupils as to their power of articulation and their ability to read the lips the following facts and figures were found:

Power of articulation—

Entirely wanting in 52 per cent.—(boys, 80; girls, 56.)

Feeble in 29 per cent.—(boys, 30; girls, 46.)

Considerable in 19 per cent.—(boys, 24, girls 25.)

Ability to read the lips—

Not at all in 60 per cent.—(boys, 93, girls, 62.)

Feeble in 17 per cent.—(boys 14, girls, 30.)

Considerable in 23 per cent.—(boys, 27, girls, 35.)

Those designated as being feeble in articulation and lip reading include—

1st, Those who can say only one or two words intelligibly and understand them when spoken.

2nd, Those who have received some instruction, but who have not acquired much facility in the use of speech and lip reading.

3rd, Those who have retained the power of speech, but who, through neglect or otherwise speak very unintelligibly.

Conclusions drawn or theories built upon full data are oftentimes at fault—how much more uncertain, then, are conclusions and theories upon insufficient data, and this is what I consider the data so far gathered from the phonograph. Still I believe this instrument is equal to the very best hearing and speaking tubes now in use, to say the very least. A great many pupils are considered as totally deaf, practically are so, who in reality possess some little sense of hearing which has lain dormant so long as to be useless. Now if the phonograph or anything else will reach that hearing, will not frequent trials train and educate the sense? I believe it will. That the phonograph will convey sounds to the deaf-mute where ordinary, and even very loud, conversation will not, is true beyond a doubt. Another thing I believe to be true, is that while we are talking we do not realize properly the sound or volume of our own voice. Hence if we should undertake to educate the slight sense of hearing left to one, one of two things must be done—either a patient teacher must exhaust herself in shouting, in which case more or less of the word sound will radiate itself beyond the auditor, or a speaking tube must be used. The former is cruelty to the teacher and not of much use to the pupil, while the latter has not been such a crowning success as to estop all efforts to find some better expedient.

Dr. Peet:—Will you explain how lip reading and articulation can be taught at the same time?

Dr. Johnson:—Yes sir. (Reads again.)

With ordinary hearing tubes now in use a teacher cannot teach articulation and the art of lip reading at one and the same breath. With the phonograph she can. She can reproduce a given word just as many times as she has recorded it on the cylinder. While the pupil is listening to this reproduction, the teacher can from across the room repeat the word in a whisper, thus giving the pupil assistance two fold in one. With the tubes now in use, a record of the pupil's bad, good, better, best articulation can be kept, for he can not get the correct sound of his own voice while talking, and even if he could, he cannot carry the sounds in his mind sufficiently long for comparison. With the phonograph you can do this. The use of it will also tend to bring about continuity of speech and prevent what a writer, in the last number of the *Annals*, very appropriately termed the bag-pipe variety of speech—in short, I believe it will be of use in a great variety of ways, which will readily suggest themselves from the above, in the articulation class room. In our experiment, it was found that several of the pupils at first trial could hear nothing, then after awhile they heard a conglomerate sound only, until finally they could distinguish the high sharp sounds of the xylophone, the deep bass horn in the band and several of the spoken words.

But suppose it could not be used in teaching articulation,

and lip reading, it would still be of great use in determining the degree of deafness in one or both ears of pupils on entering school, much more so than any other contrivance known, and the record then made could always be kept. And suppose again, that it be not used for this purpose it could be used to bring for the partially deaf the concordance of sweet sounds, instrumental and vocal, to ears otherwise closed.

Dr. Peet:—Will you be kind enough to tell the conference what suggested to you to make these experiments?

Dr. Johnson:—A year ago I was in Chicago and went to hear a phonograph. I could not hear much at first, the reproduction of tones did not seem clear. The second time it seemed much more clear, and after trials, still better. I tried it five times, and at that time the idea struck me of using it in the articulation classes for the partially deaf. I do not think it has been demonstrated as a success, but it certainly is not a failure. I do not know of anything more to say on the subject unless there are questions.

Dr. Bell:—It seems to me that this is a subject of great importance, and I hope you will carry on your experiments and report your progress.

Dr. Johnson:—I shall be glad to make them and report it.

Mr. Wilkinson:—What Dr. Bell has said as to the use of the phonograph as a means of measuring articulation, recalls the fact that some three or four years ago, in the *Deaf Mute's Journal*, Mr. Tilden, an intelligent deaf-mute, made a suggestion that the phonograph be used for this purpose. I have never had a phonograph to carry out that idea. It seems to me it would be a most valuable thing if you could take a pupil learning to speak and from time to time see just what improvement is being made. I think it is a very important idea, and one which may prove of very great value in our work. I did not think the graphophones could be bought.

Dr. Bell:—I do not know. When the graphophone went into commercial use I lost track of it. I am inclined to think that the present phonograph is more successful in reproducing loud musical effects than the finer varieties of sound which constitute the details of articulate speech. I think it would be worth while to try both of these instruments. I think the graphophone would be of great use as a means of preserving the voices of your pupils, so that you could have a record of their progress in acquiring articulation. A year or so ago Mr. Paul Binner of Milwaukee, Wis., sent me a graphophone cylinder containing specimen speeches of his pupils, from

which I could judge of the condition of their articulation. A series of such records made at different times would be of great value as a means of demonstrating progress in articulation work.

Dr. Noyes:—What is the price of the phonograph?

Dr. Johnson:—\$175.00.

Dr. Peet:—I would like to ask Mr. Johnson if in his opinion this would have the effect of making them remember the association between a particular word and the sound; for instance if you gave two or three words one day and two or three the next day, when you went back to them would the child remember the association between the sound and the word?

Dr. Johnson:—I think the tendency would be to do that.

Mr. Watson:—What is the monthly rental of the phonograph?

Dr. Johnson:—Twenty dollars.

Mr. Wilkinson:—Did I understand you to say you used the phonograph or the graphophone?

Dr. Johnson:—I used the phonograph. I have been informed that the graphophone will report ordinary conversation better than the phonograph, which seems to lack clearness. I believe however, that the latter instrument is the better one for reproducing musical tunes.

Mr. Gillespie:—This whole subject is intensely interesting to me, and it is a great satisfaction to know that the recruits are coming to this side of the question. There is no doubt that a very large per cent. of our so-called deaf have hearing, and this is a means of finding it out. I know from my own experience in this line that a large number of the so-called deaf people are not wholly deaf; and I know also that their hearing, although dormant, can be cultivated. I do not mean that this hearing power, but the power of distinguishing between sounds, can be cultivated. I had the satisfaction of reading a paper before the Lake George meeting, giving my experience and general knowledge of the matter to that convention, and I have never received in the last ten years, so much encouragement as I received during my last visit East. Dr. Sexton, of New York City, gave me great encouragement to go on in this line. I hope the profession as a whole will give more attention in the future than they have in the past to this question. There are 17 per cent. of the pupils in my school who are instructed auricularly. Add to these the number of semi-deaf outside the schools and those in the public schools who are too deaf to be educated there, and we have a

large number, and I hope every experiment will be made with a view of finding out how to reach them.

Mr. Wilkinson:—Mr. Gillespie, don't you suppose it has become generally known that you are taking in the semi-deaf, and that in consequence more of them come to you than to other schools? I am positive our per cent-age is nothing like what you state yours to be.

Dr. Bell:—I have collected statistics concerning the semi-deaf, and I think Mr. Gillespie is entitled to claim that his per centage holds good for the whole country. He states that 17 per cent. of the pupils of the Nebraska school are capable of instruction by the auricular method; Prof. Currier found a similar per centage in the New York Institution, and Mr. Clarke a similar per centage in Arkansas. The statistics I collected and published in "Facts and Opinions Relating to the Deaf," show that twenty per cent. of our pupils can hear the ringing of a bell and I certainly think that Dr. Gillespie is right in his claim that seventeen per cent. can be taught by the auricular method. In addition to these there are hundreds of semi-deaf cases that never enter our schools at all. The statistics of our eye and ear infirmaries show the existence of large numbers of children who never come to us. What becomes of them no one knows. Dr. Sexton has been so impressed by the number in New York City alone that he suggested making provision for them by the establishment of special classes in some of the public schools. I have no doubt if we could get into our schools all the semi-deaf cases they would exceed in number all the others put together.

Mr. Tate:—I would like to ask Mr. Gillespie how many pupils he has outside of his state of Nebraska. That would settle the supposition on the part of Mr. Wilkinson.

Mr. Gillespie:—None.

Mr. Wilkinson:—I did not suppose they came from other states. I often have children brought to me, and after talking with them for awhile I see they are not deaf and I refuse to admit them. I always keep a child out of the institution if possible when I think he can be educated in the public schools.

Mr. Tate:—I would suggest that it has been my practice all along to discourage that class of children from entering our school, when I thought it was possible to educate them otherwise. I would like to ask if Mr. Gillespie has encouraged that class of pupils.

Mr. Gillespie: I think I have never done so, except in one case, just a few days ago. Dr. Wilkinson's idea is

of course correct, that a child who can be educated in the public schools is better off there than in any institution; but the fact is that very many of these children have not hearing enough to be educated there. If a child has a certain amount of hearing, someone will say, if he can hear why don't he talk? I say he doesn't talk because he doesn't hear enough to understand the sounds. Our language is made up of sounds he never understands until he is taught each word by sounds. To illustrate: A boy came to our school twenty-five months ago; he has considerable hearing; has traveled all over the country. His father has taken him around to be treated. Finally he was recommended to come to school. He had considerable hearing, but he could not put two words together in speech. In a general way he understood what I said to him. My idea was this—that he heard a jumble of sounds, but they were only sounds, not words. To-day that boy can talk just as anybody else talks. When he is with speaking people he talks as they do. How was it done? It was by this process which enabled him to hear, and he was taught to speak. That is aural instruction.

Mr. Swiler:—When I first knew of the experiments Mr. Johnson was carrying on with the phonograph, I had hoped to make similar experiments in Wisconsin, and now upon his more extended presentation of the subject I am quite of the mind that there is something in this use of the phonograph for the deaf that is of practical utility to us. It may be not only a correct record of the progress made by the deaf from year to year, but the use of it may enable us the sooner to arrive at that glorious result which only Miss Yale and two or three others have yet secured. I am much interested in the subject of speech for the deaf, and I too hope that we may be able in the future to teach speech to a larger number than heretofore. I am ready to use this instrument or any other to further this object.

Mr. Clarke:—I would like to say one word about Mr. Gillespie's per cent. Some years ago I examined over 1,500 deaf people, pupils of institutions near New York, to test their hearing, and I found between 16 and 17 per cent. of those who in my opinion could be taught through the hearing.

Mr. Dobyns:—I would like to ask Mr. Wilkinson if he has ever made any test of his pupils with the phonograph?

Mr. Wilkinson:—I have not, but I believe almost all of them can hear the ringing of a bell, a steam whistle, and that sort of thing.

Dr. Bell:—Those persons who can hear the ringing of a bell can distinguish sounds through a speaking tube.

Mr. Wilkinson:—Some of them cannot.

Dr. Gallaudet:—One of our hosts, L. R. Ehrich of Colorado Springs, is present, and will say a few words to us.

Mr. Ehrich:—I had no intention of saying a word here to-night. Dr. Wilkinson seemed to think it unpardonable to ask him to speak this evening, without previous notice and then he asks me to speak. The city of Colorado Springs feels a great and just pride in the fact that your conference is held in this city. I think it would be hard to find a city whose citizens have a greater respect for the noble work in which you are engaged, and I know that I speak the sentiment of nearly all our people when I say that we sincerely regret that the inrush of 100,000 strangers into our state this week has made it impossible to extend to you those courtesies which we were anxious to extend. We hope you will accept the hospitalities received feeling that they have been subject to necessary limitations. I trust that he who no doubt tempted you here may remain a sunny Ray in your memory and that your recollections of Colorado Springs may be so pleasant that you will long to come back to these mountains and to the city which I can say is proud to have you in its midst.

Dr. Noyes reads the program for to-morrow.

Mr. Ray:—I have here some pamphlets sent by the chamber of commerce of this city. You will find a lot of valuable information in these pamphlets, as well as quite a number of beautiful cuts illustrating different views found in this region.

Dr. Gillett:—I move to adjourn.

Carried.

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THURSDAY MORNING.

Conference met at 9:15. Prayer by Rev. Mr. Cloud.
Dr. Peet reads order of the day.

Dr. Peet:—I notice on the bulletin board a letter from Miss Harris. It is an application for position of teacher. Miss Harris is known to me as quite a remarkable woman. She taught many years in the Western schools, and is a person of extraordinary power.

Dr. Noyes:—Has she taught in the New York institution?

Dr. Peet:—She fitted herself for teaching in the institution, but was not regularly employed as a teacher. She went to the Northern New York institution and has been there several years. She is very skillful, and her work in teaching language to deaf mutes is something remarkable.

Mr. Metcalf:—Some time ago my attention was called to the use of the typewriter as a means of education in schools for the deaf in England. I noticed there they do a great deal with the typewriter. I have been thinking over the matter and have decided to make a trial, and I wanted to ask if any one had tried it in any of our schools, with what kind of success and with what class of pupils?

Dr. Peet:—We have a class of thirty who receive writing lessons every week. We have about a dozen typewriters in the institution. We have our pupils practising all the time. Our blind pupils learn to use it, and we regard it as the most important thing in connection with the institution. I have had a great many of my letters written by my pupils on the typewriter.

Mr. Swiler:—How do you dictate these letters?

Dr. Peet:—By the manual alphabet, and the pupil writes it from memory.

Mr. Metcalf:—Have any of your pupils made the typewriter a means of support after leaving the institution?

Dr. Peet:—I do not think so; as yet.

Mr. Metcalf:—Dr. Wilkinson, is it your deaf-mutes, or the blind, who use the typewriter?

Mr. Wilkinson:—It is the blind.

Mr. Swiler:—I have had in mind this subject of the typewriter for the deaf for several years, but I have been perplexed in regard to the manner of their receiving work given them. I would like to know if anyone has overcome this obstacle; what substitute have you for short-hand writing, of oral dictation?

Dr. Peet:—The deaf-mutes who have acted as my secretaries, I have found the most convenient way was to dash off something with a lead pencil, which would take but a few moments, and then hand it to them to copy on the typewriter.

Mr. Dobyns:—I have used the typewriter for a year in our institution, and there is one point I want to make. You can get the Remington No. 2 for \$95, and after buying one they will loan you an additional one as long as you do not use any other but the Remington.

Mr. Caldwell:—In speaking of the use of typewriters, where speed is no great object, I think some of the

cheaper machines are just as good as the more expensive ones.

Dr. Noyes: -I would like to notify the convention that Mr. Wilkinson's hour has arrived.

Mr. Wilkinson: - I suppose you all know I have been away about a year. The Directors of the California Institution thought that after twenty-seven years of service, I needed some rest, so they sent me off, with the view to my getting a little health and strength, and at the same time, making an investigation of the schools for the Deaf and the Blind in Europe, with special reference to the results obtained by the oral method. America has nothing to learn from the sign schools of Europe, and so my visits were confined, almost entirely, to the Institutions where oral methods are employed. I went abroad with a mind resolved to be fair and judicial. I determined to lay aside any and every prejudice I might have and to give mental hospitality to everything favoring the German system. I think I was successful in this endeavor, so much so, that I have been reproached as being a convert to oralism. I think I have been able to see all the merits of the system, and to judge impartially of its results. The extent of my journey embraced quite a large territory; I was in England, France, Belgium, Holland, Italy, Austria, Switzerland and Germany. I did not visit all the schools in these countries, by any means; that would have been quite useless, but I endeavored to visit the best schools in each, and if I omitted some of the best, it was my misfortune, and not my fault. Many of those I visited, have always had what they call the "pure oral method," and still others where the experiment has been tried long enough to give the best results. In a desultory talk like this, I cannot follow any particular order, but can only give some conclusions, backed up, perhaps, by some absolute transcript of results obtained in the class-room. I may say, in passing, that there is no such thing in the European schools, as "pure oralism," as I understand the term. It was claimed, many years ago, that a pure oral school was one where only speech and lip reading were allowed, and the pupils were not allowed to talk by signs at all. I believe there is no such school existing to-day. There are schools, where it is claimed no signs are used in the class-room, but I failed to find one. I met very few teachers who did not admit they used signs in the early periods of instruction, and most of them confessed the impossibility of teaching a class from the beginning, without the use of signs. Wherever I went I found the pupils signing with perfect freedom, outside the class-

room; they all understood the language of signs, and used it apparently without limitation. In the French Government Institution, where signs have been interdicted for many years, I noticed in all the class-rooms, without exception, that when the teacher was not looking, they—the pupils—made signs to each other. Mr. Schontheil of England, whom I met while abroad, told me that it was utterly impossible to banish signs. "You might as well try to blot out the sun from the heaven," said he. I noticed that all the deaf mutes one meets everywhere, no matter whether they have been taught by oral or sign methods, invariably communicate with each other by signs. I have been rather fortunate in meeting deaf mutes here and there in my travels. One day, going out to one of the suburbs of Geneva, in Switzerland, I saw a man and woman talking by signs. I introduced myself, and in the course of a few minutes conversation, found that the man had been educated in an oral school, had married a hearing wife, but under these favorable circumstances, he had lost what speech he had ever had, and used signs even with his wife. I asked him why he did so, and he answered that he had forgotten his speech, and also said, that so far as his observation went, this loss of speech was the general rule with all those educated in oral schools. This instance is only one of many similar cases which came under my observation, and I notice it only because the man had married a hearing wife, and thus had exceptionably favorable conditions for keeping up his speech and lip-reading.

Another thing which struck me, in visiting the various schools where the German system has been adopted, is the much larger spirit of charity, and greater spirit of tolerance towards what is known as the "French system" than has been often found in America. Now, whether this comes from a larger experience, or from a sense of partial failure, I am not prepared to say; but certainly the spirit in which the oralists speak of the manual and combined system has little of the arrogance and positiveness that formerly characterized their utterances.

I devoted much of my time to looking after results and scope of education obtained in the European schools, after the first month or two of my journey. The preparatory work is interesting to one who is learning methods, but I wanted to see the outcome of a method. In consequence, I asked for and was shown always their best classes. Sometimes the upper grade would be separated into three divisions, of which only the best one would be shown to ordinary visitors. From what I saw in such

second and third grades of the highest division, I could easily understand why teachers did not care to show a great deal of that kind of work. The standards of education there are very different from our own. It is quite astonishing to see with what meagre results they seem to be satisfied. In one of the schools of Germany the superintendent told me that all a deaf-mute needed in life was the ability to ask questions, not to answer them. In some of the schools, the pupils are not carried beyond the four ground rules of arithmetic. The study of geography is generally confined to the country in which they live, sometimes including the geography of Europe, but rarely going beyond that. In a class of the highest grade, in an Italian school, I was quite amused to see teacher and pupil searching on a map all around the North Pole, to locate California and the city of San Francisco.

One can get an idea of the meagreness of their curriculum of study, by purchasing sets of the class books used in an European school.

To test the facility of lip-reading, I asked the Principal of one of the French schools to write the following sentence, dictated from the morning paper which I happened to have in my pocket. The item referred to the great scare in Paris, on Labor Day, May 1st: "*La partie saine et homete de la population parisienne a brille surtout par une absence qui ne ressemblait en rein a de l'heroisme.*" This is not a difficult sentence of twenty-three words, which he gave, a word at a time, and after a good deal of rubbing out one pupil managed to get it in eight minutes. Certainly, such a facility of lip-reading would not "restore the deaf-mute to society." And this was in the highest class. In an English school I picked out the following sentence from a morning paper, which the teacher dictated: "The Count de Paris has so far recovered from his recent illness, as to be able to ride out several times in Stowe Park." It was given, six or eight words at a time, by the teacher; no member of the class got it. The teacher thought it was not a fair test, so I gave the following story.

"A man took his scythe on his shoulder and went out to mow. While walking along, he saw a snake crawling in the grass. He struck at it with the scythe handle and cut off his own head." No pupil could write it. I ought to say, however, that Mr. Schontheil dictated the same story to his best pupils and they wrote it well. I was much pleased with the work of this eminent teacher as exhibited in his highest class, the members of which exhibited most remarkable intelligence. I noticed, however,

that the brightest little one in the class could hear me, when I went behind him and spoke.

Dr. Gillett: Did you inquire at what age this one lost his hearing?

Mr. Wilkinson:—Dr. Gillett's question has a touch of sarcasm in it, but it suggests how very difficult it is in visiting an Institution, to get at the exact facts in regard to the antecedents of the pupils. Without charging any one with duplicity, the fact is evident that visitors are not told that such a boy or girl became deaf at six, seven, sometimes ten years of age, or that he has sufficient hearing to distinguish words spoken to his ear; and often the casual visitor is allowed to go away in the belief that he has witnessed a triumph of human patience and ingenuity, when the teacher really deserves very little credit for either. Of course, anybody who has been in this work for any length of time can tell whether the speech of the deaf is a memory or an acquirement. I was very much disappointed in the school at Milan. We have looked upon that school as being the leader in the articulation movement, and I expected to find something better than is found elsewhere, but I am positive that the results obtained in that school will bear no comparison with the work done in our American Institutions. The Bordeaux Institution is one of the finest I saw, while abroad. It is conducted by the Sisters, and the voices there were the best I have ever heard in a school for the deaf; they were sweet and well modulated, and I have sometimes wondered whether the gentle nature of the Sisters had been unconsciously absorbed by the pupils, and reproduced itself in their speech.

Mr. Clarke:—You speak of talking to deaf mutes; please tell me whether you talked to them by speech or by signs?

Mr. Wilkinson:—I talked by signs. The clock warns me that my time is up, and I have said very little that I would have been glad to say. Before I close, however, I desire to correct the impression—if you have it—that I have come home opposed to the oral system. If you think so, you do me wrong. I have come home expecting to do more teaching in this direction than ever before. I think I know the merits of the system as well as its defects, and perhaps I have presented the worse side of the case, and there has not been time to explain certain reasons why they obtained such meagre results; but this I will say for the benefit of those who have not had the opportunity of going abroad, that you are not losing much, for we are doing better work here in America, even in the

field of articulation and lip reading, than is done anywhere in Europe.

Dr. Noyes:—For the purpose of saving time I would suggest that the committee on necrology hand in their report to the Secretary instead of reading it.

Mr. Johnson:—It will not take one minute to read the report.

Report of Committee on Necrology.

Mr. President and gentlemen of the Conference:

Your Committee on Necrology appointed at the fore-noon session on yesterday respectfully report, that so far as we have been able to ascertain, the following members of the Conference have died since the last meeting of the body in Jackson, Miss., four years ago, namely:—

Principal W. D. Kerr of Missouri.

" W. J. Palmer of Belleville, Canada.

" Scott Hutton of Nova Scotia.

" J. I. Ashcroft of Montreal, Canada,

Dr. A. L. Chapin, of Beloit, ex-president of this Conference.

Your committee, owing to the shortness of the time allowed them are unwilling to commit to record such a memorial of these distinguished brethren as we are able to furnish at present.

We beg leave further to state, that we have secured the co-operation of several gentlemen familiar with the life, character and work of these our brethren, who have agreed to prepare and furnish to the Secretary of this Conference in time for the published proceedings, suitable memorials, which action we hope will be satisfactory to the Conference.

Respectfully submitted,

J. H. JOHNSON, for the Committee.

In Memoriam—W. J. Palmer, Ph. D.

Dr. Palmer will be remembered by many of the members of the Conference as a genial, energetic worker in the cause of deaf-mute education. He was a graduate of the Columbian University, was appointed a teacher in the North Carolina Institution in 1856, was made principal in 1860, acting as such until 1870, when he was appointed Principal of the Ontario Institution for the Deaf at Belleville. In his later years an unfortunate habit destroyed his usefulness and led to his retirement from the position in Ontario. His mind finally gave way and his friends were compelled to place him in the Morganton Asylum for the Insane, in North Carolina, where he died in June, 1888. Dr. Palmer made many friends wherever he was located, and they all regret his untimely and melancholy end.

John Imrie Ashcroft.

John Imrie Ashcroft was born June 21, 1858, in the city of Montreal, Canada, and died in the same city after a lingering illness with that dread disease consumption, on the thirtieth of November, 1891. Mr. Ashcroft graduated from the McGill Normal School in 1883 and in March, 1884, was appointed head teacher in the McKay Institution for the deaf and dumb. In February, 1888 he resigned that position to accept a more lucrative one in

the Washington School for Defective Youth, at Vancouver, Wash. During the following summer he opened a school for deaf-mutes in Victoria where he labored with success until he was recalled to the McKay Institution.

Mr. Ashcroft was a man of excellent education and to rare natural gifts of mind was added the wealth of knowledge and information derived from careful and varied reading. He was a frank and manly man, with a keen desire to do right and to render justice upon all occasions. He was a constant and devoted member of the Presbyterian Church. In his death the profession has suffered a loss and the deaf a friend.

(Memorials promised for Dr. Chapin, Mr. Hutton and Dr. Kerr have not been received at this date.—June 1, 1893.—Editor.)

Dr. Noyes: I move that the report on necrology be adopted.

Carried.

Dr. Peet: Are there any resolutions to be offered?

Mr. N. F. Walker: I have a resolution I would like to present.

Resolved: That it is the sense of this Conference that in all schools for the deaf pupils who are able to articulate fluently and intelligibly should recite orally in their classes and be encouraged to use their vocal organs on every possible occasion.

Mr. Gillespie:—It gives me great pleasure to second that motion.

Adopted.

Dr. Noyes:—I move that we now proceed to select a place for the next conference.

Dr. Gillett:—I move that that be left to the consideration of the standing executive committee.

Dr. Noyes: Before that is put I would like to suggest that we indicate the four places that have extended invitations. The first was from Wisconsin, second from Alabama, third from Texas, and fourth from the Philadelphia institution.

Dr. Gillett's motion carried.

Mr. Tate:—I would like to submit a brief report of the committee on resolutions.

Report of the Committee on Resolutions.

Mr. Chairman: Your committee would beg leave to submit the following report:

That this conference is under obligations to Superintendent John E. Ray, of this institution and the matron Mrs. Elder to the Board of Trustees of the same, to visiting trustees for their presence, to the city of Colorado Springs through her mayor and citizens, to Mr. and Mrs. J. J. Haggerman and citizens associated with them, to the Board of trade of Colorado Springs, to the president, vice-presidents, secretaries and interpreters of this conference, to the various railroads granting concessions, to Dr. Philip G. Gillett for arranging transportation, to Superintendent Ray, and Prof. Dudley in anticipation of the work of publishing and distributing the proceedings of this conference, to

Edward Lyon of Rochester, New York, for the presentation of his phonetic manual and counting device, to Dr. Alexander Graham Bell for his presence and continued interest, to his excellency Governor Rutt, for his presence at the date of the opening of the conference.

Your committee recommend that suitable resolutions be offered in accordance with this report.

All of which is respectfully submitted.

J. N. TATE, Committee.

Dr. Gillett:—I move the adoption of the report.

Adopted.

Mr. Caldwell:—I have a resolution I would like to offer.

Mr. Chairman:—In view of the presence not only of members of the Board of Trustees of this, the Colorado School for the Deaf and the Blind, but the members of various similar boards throughout the United States, thus showing genuine interest in the work of educating the deaf, therefore,

Resolved, First that their presence is an inspiration to the individuals composing the conference.

Second,—That it is the sense of this conference that each of our Boards should make it their aim to have one or more representatives present at every conference, we believing that the inspiration resulting there from would be mutual.

Third, That these gentlemen who have traversed so many miles to be with us are most cordially invited to be present at future conferences.

Adopted.

Mr. Swiler:—I am requested by Mr. S. L. Dedman, trustee of the Missouri School, to read the following resolution:

Resolved, That the thanks of a large contingent of this conference is due Dr. Philip G. Gillett of Illinois, for his kindness in arranging for their transportation from Chicago, Ill., and intermediate points to the city of Colorado Springs, Colorado, and return.

As a member of that party I wish to add my statement as a tribute to Dr. Gillett, who did so much for our comfort during our trip, and whose watchful care enabled us to arrive here in safety, with our wives and baggage and other belongings.

Mr. Clarke: I move the adoption of that resolution by a rising vote.

Adopted.

Mr. N. F. Walker: We South Carolina people have been taught long ago that when we want anything particularly good, we cross the line into North Carolina. I have been gratified that this great and growing centennial state should go there also, and by doing so they found a Ray who has so well served their institution for the deaf and blind. I beg leave to offer the following resolution.

Resolved, That the sincere and hearty thanks of this Conference are due and are hereby tendered to Supt. John E. Ray for his untiring and successful efforts to entertain the members as the guests of his Institution, and for his thoughtful care in arranging for their enjoyment and pleasure.

Carried.

S. T. Walker offered the following:

Mr. President:— It is scarcely conceivable to one who beholds the material evidences of maturer age, the culture and refinement existing all around us, that this state is yet a "blushing maiden" of only sixteen summers. We, who are accustomed to the more staid and conservative manner of progress found within the states east of this, can but admire the energy and perseverance of her people who have made possible such achievements. To us, engaged as we are in a special line of education, it is highly gratifying to see that these characteristics of progress are not confined to trade and material improvements of towns and cities, but that they reach out in an equal degree to *all* branches of education and charity. Those grand advancements, so gladly noted, were not possible without the exerting influence of citizens imbued with high aims and *determined* and *defined* purposes.

Fortunate indeed, is this noble institution, whose hospitalities we have for the past few days been receiving, in having on her directory worthy representatives of the progressive people of this young "centennial" state. It is then, Mr. President, a most pleasing duty assigned to me as a citizen of a neighboring state to offer for record in the official proceeding of this Seventh Conference, the following resolution expressive of this appreciation.

Resolved, That it has been one of the pleasures of this Conference to witness the uncommonly deep interest which the honorable Board of Trustees of the Colorado Institution shows in all matters affecting both its educational and material interest; that this Conference heartily commends that spirit so necessary and helpful to any Superintendent's successful administration, and also expresses its sincere gratification and thanks for the admirable, generous and hospitable manner in which they have individually and collectively borne their part towards making a most pleasant and profitable meeting, as well as an exceedingly enjoyable entertainment for the Seventh Conference of Superintendents and Principals of the American Schools for the Education of the Deaf.

Miss Yale offered this:—

Resolved, That the thanks of this Conference are due and are hereby most heartily tendered to Dr. I. L. Peet for the able, courteous and impartial manner in which he has presided over its sessions; also to the Vice-presidents and Secretaries for the faithful manner in which they have discharged their duties.

Mr. Dobyns offered this:—

Resolved, That this Conference highly appreciates the elegant reception tendered its members by Mr. and Mrs. Hagerman, and that the pleasant evening spent in their beautiful and hospitable home will always be remembered among the most delightful courtesies extended during our stay.

Resolved further, That as we cannot acknowledge the obligation we are under, in a personal call, that the Secretary is requested to forward to our accomplished hosts a copy of these resolutions.

Rev. Mr. Cloud offered the following:—

Resolved, That the thanks of the Conference be tendered the gentlemen who have so kindly acted as interpreters during its sessions.

Director Watson offered the following:—

Resolved, That we tender our most hearty and sincere thanks to the Board of Trustees of the Colorado School for their generous kindness in furnishing the means whereby the members of this Conference were afforded the delightful and long to be remembered excursion into the mountains on August 10 and to many points of interest adjacent to this beautiful city.

Mr. Chas. Kerney offered the following:—

Resolved, We, the superintendents, principals and officers of the American Schools for the Education of the Deaf, tender a vote of thanks to the various railroad companies for the courtesies extended to the conference.

Mr. G. L. Wyckoff offered the following:

Resolved, That the thanks of this convention are due and are most heartily tendered to the citizens of Colorado Springs for the generous hospitality and kindly courtesy extended to the members of this conference by officers and prominent citizens of the city at a time when they were heavily taxed by unusual demands in other directions.

Mr. Clarke offered the following:—

Resolved, That the thanks of this Conference be, and they hereby are respectfully tendered to Hon. J. L. Routt, Governor of the glorious State of Colorado, who has found time amidst the cares of State and infinite calls from others, to honor us with his presence; and we regret as the only unpleasant event of our very pleasant meeting here, that we were unable to keep our appointment and to meet him in person.

Miss Fuller offered the following:

Resolved, That the thanks of the Conference are tendered Mr. Edmund Lyon for his attendance upon the sessions of the Conference and for his explanation of The Lyon Phonetic Manual which is ingenious and philosophical and which it is believed, may be used as a valuable aid in the instruction of the deaf in articulation and speech-reading; and that we also thank him for the explanation of his device for teaching small children the elements of arithmetic.

All adopted.

Mr. Metcalf:— I am sure I express the sentiment of this conference when I say we have all enjoyed the presence of our distinguished friend, Dr. Bell. I will therefore offer the following resolution,

Resolved, That the thanks of this Conference be tendered to Dr. A. Graham Bell for his presence with us and for the part he has taken in our deliberations.

Adopted.

Dr. Bell: My hearty thanks are due to the conference for this recognition.

Mr. Ray:— I feel it my duty and pleasure to say a word in regard to the hearty words that have been said this morning. As has been very well expressed by one or

more of the speakers, the time of the coming of this conference was in one respect peculiarly unfortunate. I had remarked previous to yesterday afternoon something with regard to the scarcity of vehicles, but I guess when you started for Manitou you found the half had not yet been told. I say this for the people of Colorado Springs, and if circumstances had been ordinary they would have filled this hall with their presence during this conference. Circumstances have prevented their attendance and a very large number of them are out of the city. The Governor of the state has favored us with his presence under circumstances which have been particularly trying, with the capital of the state burdened with a hundred thousand visitors and a liability of a call for his presence at any moment; yet he laid aside his duties and came down to be present with us. Very kindly references have been made from time as to the progress of this school in the past six years. The progress of this school has been great indeed; the work this school has accomplished has been pleasing, but the power behind the throne is that which has done more for this school than anything else. Since I have been connected with it, my labors have been great but they have been pleasant because I have had standing behind me five of the best men I have ever known, and to their disinterested efforts and to the love which I have felt for the work, more than to anything else is due the success which has attended my humble efforts. As regards the personal matter, I feel that with the exception of the anxiety which I had lest somebody might not be made comfortable, the meeting has been peculiarly pleasant to me. I have felt gratified beyond measure at the kindly expressions which have shown your appreciation of my efforts in your behalf. I want to thank you, Mr. President, ladies and gentlemen, for your presence here. The invitation was extended four years ago for your presence here, and I thank you most cordially because you have come, and I feel that we are more than repaid for the effort we have put forth for your comfort while here. Again thanking you for your kind consideration, I wish you a most hearty God speed on your return home, and trust that the inspiration of this meeting may be taken home with you and diffused in your own schools.

Mr. Noyes:—After prayer by Dr. Gillett I move that this conference adjourn sine die.

Carried

Dr. Gillett:—Prayer.

Dr. Peet:—This conference has been one of remarkable harmony. I have never before attended one in

which there seemed to be so much mutual respect and courtesy, in which the true spirit which led us to come together prevailed more perfectly; in which different views and different schemes were brought to bear so that each could have its proper effect upon the other. I must say that to me it is one of the most pleasant seasons of my life, and I believe we must all agree in this sentiment that we shall remember the conference and the Colorado Institution as one which has had a most important bearing upon our own success and upon the future of our profession. This conference is now closed; it is adjourned sine die.

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